

University
of
Alberta



A History of the
Department
of
Extension
at the
University of Alberta
1912 - 1956

by
Ralph J. Clark

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ABSTRACT

A History of the Department of Extension at the University of Alberta, 1912-1956.

by

Ralph J. Clark

This study traces the development of the Department of Extension at the University of Alberta from 1912 to 1956. Antecedent factors which led to the formation of the Department are examined. A brief epilogue describes extension work in the 1960s and 1970s.

In the course of this investigation various research questions have been addressed : (1) What factors contributed to the formation of the Department and influenced its development thereafter? (2) What was the relationship between the Department's work and the goals of the institution? (3) Did the Department serve to promote these goals and, if so, was it successful? (4) What was the relationship between extension work and the intra-mural program? (5) To what degree was extension work supported by the faculty? (6) To what extent was extension work influenced by developments in other Canadian universities?

This study found that extension work was pragmatically organized to ensure first the survival and then the ascendancy of the University. It was also based upon a service philosophy developed at the University of Wisconsin, which proved to be admirably suited to the needs of a changing Albertan society and

the goals of a provincial university. With the exception of agricultural extension and educational radio broadcasting, extension work for much of the period under study was largely undertaken by staff of the Department. Extension programs and policy were not determined by the faculty but were dependent on the views of the director of extension, the president and the Board of Governors, and were constrained by financial conditions. The Department's constituency was strictly a provincial one with one exception. The Department's third director, Donald Cameron, sought a national and international role for the Banff School of Fine Arts. The Department was not substantially influenced by developments in other Canadian universities but by the needs and interests of the constituency it served and the manner in which these were appraised by the Department. For the period under consideration, the Department was by far the largest in the Canadian universities, and arguably the most innovative. It was also clearly the most important cultural force in the province of Alberta.

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CHAPTER I

INTRODUCTION

This study traces the development of the Department of Extension at the University of Alberta from 1912 to 1956. Integral to the study is an analysis of antecedent factors which influenced extension work and led to the establishment of the Department in 1912. The nature and function of the Department and its work are then examined to 1956. This termination date coincides with the retirement of Donald Cameron, the Department's third director. It coincides also with the completion of a report on the state of adult education in the Canadian universities commissioned by the National Conference of Canadian Universities and conducted by J.R. Kidd, the Director of the Canadian Association of Adult Education.¹ Most importantly, by 1956, the Department supported a range of credit and non-credit activities which, with the exception of the Banff School of Fine Arts, largely characterizes extension work at the University of Alberta today. A brief epilogue recounts the more significant developments of the 1960s and 1970s.

A principal motivation for the study has been curiosity; as Toynbee states of historical research, "without the impulse of curiosity there cannot be intellectual action in any field."² Adult Education may be viewed both as a field of social practice and as an area of disciplined enquiry. This thesis contributes to the study of adult

education by recounting an historically important development in adult education as a field of social practice.

The heritage of adult education in Canada is both a fascinating and complex one. It has been affected by an intricate array of influences, among them the importation of ideas and developments from other countries, the varying social, economic and cultural realities of Canada, developments in communications technologies, various political and social concepts, and the impact of particular individuals.³ These have not been discrete influences but, rather, have been intricately interwoven. For instance, men like A.E. Ottewell, M.M. Coady, and E.A. Corbett were not only industrious but also innovative. They introduced new philosophies and tested out new methodologies and technologies in the field of adult education, generally under adverse conditions.

Publications such as Kidd and Selman's Coming of Age, Faris' The Passionate Educators, and works by Vernon, Blenkinsop and others have improved our understanding of the development of adult education in Canada.⁴ These represent a beginning. But relatively little research has been conducted on the history of adult education. Kidd has pointed out that there are "yawning gaps to be filled."⁵ Selman concurs: "considering the significance of the Canadian experience in Adult Education, it is strange - and lamentable - that we have so little historical writing in this field."⁶ This thesis attempts to fill a gap in our knowledge of the development of adult education in Canada.

While there exists a rich and varied tradition of adult education which may be traced to the establishment of the

ordre de bon temps at Annapolis Royal in 1606,⁷ the development of adult education in Canada has been essentially a twentieth century phenomenon. Adult education in this century has been predominantly associated with various government departments, a range of voluntary associations, and university extension departments.⁸ A survey of adult education in Canada conducted in 1934 under the direction of Peter Sandiford of the Ontario College of Education revealed a widespread diversity in the range of adult education organizations: the Workers' Educational Association, Frontier College, the YMCA and YWCA, Women's Institutes, the Canadian Handicrafts Guild, provincial departments of health, education and agriculture and farmers' organizations, among others.⁹ Of particular significance in the Sandiford survey is the prominence given to university extension departments as providers of both credit and non-credit coursework. That approximately one-fourth of the survey report is concerned with the activities of universities is indicative of the important role played by these institutions in the field of adult education at that time.¹⁰

Universities were among the first Canadian institutions to engage in the education of adults. Harris has traced their efforts back to the mid-nineteenth century when free public lectures were provided by Dalhousie, McGill, Queen's, Acadia and Laval.¹¹ No institution had established a department of extension by the turn of the century although a most significant development occurred in 1889 when Queen's University made arrangements for practicing teachers to take courses toward the degree without attending lectures.

According to Corbett, with the beginning of the twentieth century responsibility for adult education was increasingly taken over by university extension departments.¹² By 1921, most universities had developed systematic programs of public lectures and six had established a department of extension. Over the next two decades, notes Harris, "there was no slackening of the work of the universities in the extension field: indeed, it increased both in the areas already cultivated and in additional ones such as business administration, commercial affairs and journalism."¹³ By 1941, ten universities had established extension departments. This number increased to 22 by 1956.¹⁴

Apart from the provision of credit and non-credit programs, the universities were to influence the field substantially in an indirect fashion. Faris' investigation into adult educational broadcasting between 1919 and 1952 and Armstrong's research into the origins of the Canadian Association for Adult Education provide ample evidence of the strong influence of university and particularly extension department personnel in the promotion of adult education through national voluntary bodies.¹⁵

University extension departments have clearly played an important role in the development of adult education and constitute a major element of Canada's adult education heritage.

Faris and Armstrong have contributed to our understanding of the history of adult education but their works are only peripherally concerned with university extension departments. Histories of university extension work are

contained, if only incidentally, in a number of institutional histories, among them: C. Johnston, McMaster University: The Toronto Years¹⁶ and McMaster University: The Early Years in Hamilton, 1930-1957;¹⁷ H. Neatby, Queen's University, 1841-1917; And Not to Yield;¹⁸ S. B. Frost, McGill University: For the Advancement of Learning;¹⁹ W.L. Morton, One University: A History of the University of Manitoba, 1877-1952;²⁰ W.P. Thompson, The University of Saskatchewan: a Personal History;²¹ J. Macdonald, The History of the University of Alberta, 1908-1958;²² and W.H. Johns, A History of the University of Alberta, 1908-1969.²³

Only a limited number of department been subjected to detailed analysis. Laidlaw's The Campus and the Community: The Global Impact of the Antigonish Movement provides a detailed account of extension work at St. Francis Xavier.²⁴ Extension education at the University of Toronto has been the subject of two treatises, the first by Tough²⁵ in 1962 and the second by Blyth in 1976.²⁶ Extension work at Montreal has been examined by Touchette²⁷ and at British Columbia by Selman.²⁸ A more recent investigation by Dunlop recounts the development of extension work at Queen's University.²⁹

These studies depict the enormous range and diversity of extension work undertaken by the Canadian universities. This diversity is readily apparent when one compares, for instance, the co-operative and credit union movement in the Maritimes fostered by St. Francis Xavier with the focus on credit correspondence work by Queen's University or the stress placed on tutorial classes, degree courses and

continuing professional education by the University of Toronto. It is evident that university extension in Canada was influenced by developments in the United Kingdom and the United States but that extension work has always been fashioned to meet conditions that were particularly Canadian.³⁰ In describing the state of university extension in Canada in 1952, Corbett wrote:

The times and conditions under which university extension departments have been established, and the nature and demands of the communities they serve, have largely determined the variety and extent of their services and the content and the emphasis of the programme offered.³¹

But while these studies have contributed to our understanding of the history of adult education in the Canadian universities, they also signify the rather limited research carried out to date. Perhaps the most glaring omission has been the absence of a systematic and comprehensive account of extension work at the University of Alberta. E.A. Corbett, its Director of Extension from 1928 to 1936, recounts the trials and tribulations of extension work at Alberta in an anecdotal fashion in We Have With Us Tonight.³² Corbett's successor, Donald Cameron, has described the development of the Banff School of Fine Arts in Campus in the Clouds and The Impossible Dream.³³ A recent popular publication by Barbara Cormack, entitled Beyond the Classroom and published by the Faculty (formerly the Department) of Extension, draws heavily upon the writings of Corbett and Cameron and annual reports of the Department beginning in 1951.³⁴ These publications provide useful but limited accounts of extension work at Alberta.

That extension work at Alberta is worthy of investigation is readily apparent for a number of reasons. When the Department was established in 1912, the University of Alberta became the first Canadian university to organize a department of extension apart from one concerned strictly with agricultural extension. Secondly, extension work at Alberta was the first in the Canadian universities to be modelled after the Wisconsin Idea. While other Western universities were similarly influenced, extension work at Saskatchewan, Manitoba and British Columbia was essentially confined to agriculture until the 1930s. Thirdly, the Department established a number of programs that were innovative in Canadian higher education. The most notable of these were its slide/film service, the fine arts program, and its radio broadcasting service. Fourthly, the Department had a substantial impact on the social, cultural and economic life of the province. Throughout the entire period under consideration in this study, the Department was the single, most influential adult education agency in the province. Lastly, the development of extension work at Alberta was due largely to the efforts of three of the most notable pioneers in the field of adult education --- H.M. Tory, A.E. Ottewell, E.A. Corbett, and Donald Cameron.^{3 5} With imagination and determination, they improved the quality of life in Alberta and contributed materially to the development of adult education in Canada.

In an attempt to render a comprehensive account of the Department, a number of research questions have been addressed. What factors contributed to the formation of an extension department and influenced its development thereafter? What

was the relationship between the work of the Department and the goals of the institution? Did the Department serve to promote these goals and, if so, was it successful? What was the relationship between extension work and the intramural program? To what degree was extension work supported by the faculty? To what extent was the Department influenced by developments in other Canadian universities? These questions are examined in this study.

The central thesis of this study is that extension work at Alberta was based on a service philosophy and, at the same time, was pragmatically organized to ensure, first, the survival and, then, the ascendancy of the institution in the province. The Department's constituency was a provincial one with two exceptions. Firstly, the University sought to affiliate its radio station with the Canadian Broadcasting Corporation. However, this step was taken as a means of ensuring that the station remain financially solvent. Secondly, Cameron sought a national and international role for the Banff School of Fine Arts. By 1956, it had become for all intents and purposes a "subsidiary corporation" of the University. It was to achieve an international reputation in the field of fine arts and gained autonomous status in 1978.

Generally, the Department's mandate was a provincial one and it fulfilled its function initially under adverse political circumstances and within the constraints of a pioneer society, later within a more complex, modern, industrialized province. The University's philosophy of extension, following that of Wisconsin, was admirably suited to the needs of a changing society.

The Department's programs were of a nature which largely precluded faculty participation for much of the period with the exception of agricultural extension and educational radio broadcasting. Extension policy and programs were not determined by the faculty but were dependent upon the views of the director of extension, the president and the Board of Governors and were constrained by financial conditions. Consistent with the philosophy of a state institution, extension work stemmed less from the "course-giving" function of the University - to employ Peers' term³⁶ - and more from the interests and needs of the constituency it served and the manner in which these were appraised by the Department.

The extraordinary success of the Department was due to a number of factors, among which two are particularly significant. The Department's programs were both educational and entertaining and were consequently very much in demand. Secondly, the work of the Department was abetted by the absence of competing services. The Department served in effect as the provincial adult education body. Funding was the single most important constraint on the Department. It was not until the Second World War and the post-war period that programs which competed or were viewed as having the potential to compete with the Department were established. By this time, programs such as the library and slide/film services were firmly entrenched as major providers in a province undergoing an increase in population and substantial economic growth. With the development of the province and the institution, programs having a more substantial educational content which drew upon the teaching

and research functions of the institution were introduced.

* * * * *

This thesis is organized as follows. Chapter II provides an analysis of the antecedent factors which influenced extension work and led to the formation of the Department in 1912. Chapters III and IV (1912-1919) outline early program development and the work of the Department during the First World War. The rapid expansion of the Department's work following the War (1919-1928), particularly agricultural extension and educational radio broadcasting, is explored in Chapter V. Chapter VI examines extension work during the depression years and highlights developments in radio broadcasting and the fine arts. Chapter VII (1936-1945) and Chapter VIII (1945-1956) cover a transitory period for the Department. Subject to special scrutiny are the growth of the Banff School of Fine Arts, the demise of educational radio broadcasting, and the increasing reliance by the Department on the faculty for its programs. The final chapter (IX) briefly details extension work in the 1960s and 1970s.

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CHAPTER II

THE FORMATIVE YEARS, 1908-1912

With the passage of the Alberta Act by the Dominion Government in 1905, the westerly portion of the North-West Territories gained provincial status. A Liberal government in Ottawa and an affirmed Liberal Lieutenant-Governor, G. V.H. Bulyea, ensured that the government installed would be of a similar persuasion.¹ A.C. Rutherford, a Strathcona lawyer, prominent Liberal and former Deputy Speaker in the Territorial Assembly, was appointed Premier and given the task of calling an election. The results of the election, in which the opposition Conservative Party acquired but two of the available twenty-five seats, assured the ascendancy of the Liberal government. It would remain in power until the accession of the United Farmers of Alberta in 1921.

Rutherford's main tasks were to develop an institutional framework for the province and implement the platform formulated by the Party prior to the election.² Among the province's most pressing needs were a civil service, a judicial system, a public works program, a more extensive transportation network, and a more comprehensive public school system. The major plank of the party platform called for the development of agricultural and related industries. The party's platform had also stressed that "a sufficient part of the public domain be set aside for the Provincial University and an Agricultural College."³

One of the first enactments of the Legislature was the

passage of an act enabling the establishment of a university. The Act was introduced by Rutherford in the first week of the new House and was assented to eight weeks later on May 9, 1906.⁴ An uncomplicated document, the Act provided no statement of purpose apart from the stipulation that the new institution be both co-educational and non-sectarian. However, a more specific intent may be deduced since the Rutherford bill was modelled upon a University Ordinance passed by the Territorial Government in 1903.⁵ The principal authors of the Ordinance were Rutherford, who had chaired a Committee of the Whole which led to the introduction of the Ordinance, and F.W. Haultain, the Premier of the North-West Territories. The proposed Territorial University was to be a logical extension of the public school system. Its purpose was "to further the advancement and diffusion of useful knowledge." The University was to be a strong, centralized, non-sectarian institution, designed to forestall the growth of denominational colleges and prevent an unco-ordinated, ultimately chaotic, higher education system such institutions would presumably engender.⁶

While the proposal to establish a university was endorsed by both parties⁷ in the province's legislature, it was not supported by all its citizens. According to J.G. MacGregor, an Albertan historian and president of the Alberta Historical Society, the university was considered by many, if not most, Albertans as a fanciful and foolish waste of funds.⁸ Indeed, an institute of higher learning appeared somewhat incongruous with the basic needs of a pioneer society. Frank Oliver, formerly the Minister of the

Interior of the North-West Territories, stated in response to the Act, "we don't need any college here at all; if we did, it would be to turn out horse doctors."⁹

An editorial in the Edmonton Bulletin questioned the need for a university, calling the move premature.

Its purpose is less the betterment of the many than the provision of the means whereby the few may be enabled to qualify for the professions or to gratify the desire for more extended study and it is only when these classes are numerous enough to require the establishment of such an institution that its existence is called for.¹⁰

This was not a singular stance by the Bulletin. L.G. Thomas, the historian of the Liberal Party in Alberta, notes that the editorial reflected a view not uncommon in the province.¹¹

According to E.K. Broadus, one of the University's first faculty members, this attitude prevailed when the University was established in 1908: "Outside of the little faculty there were virtually only two men [the Premier and the University President] in the whole province who did not think the establishment of a university in a province only three years old entirely premature."¹² Moreover, there was little else in the government's record to criticize until 1910 when the Liberal Party was faced with charges of inefficiency and corruption over its railway policy.¹³

In April 1907, the Premier announced his home city of Strathcona as the future site of the University.¹⁴ A city of some 4,000 inhabitants, Strathcona was situated opposite the city of Edmonton on the south bank of the North Saskatchewan River. The city was amalgamated with Edmonton in

1912 following the construction of a railway line from Calgary which linked Strathcona with Edmonton.¹⁵

Rutherford's disclosure was met by general protest in the south and considerable indignation in Calgary, a city which was comparable in size and influence to Edmonton. Calgary's population at that time was 13,500 while Edmonton's was slightly larger at 14,000. A general understanding existed that since the seat of government was fixed in Edmonton, the University would be located in Calgary.¹⁶ As a consequence, the proposed establishment of the University in close proximity to Edmonton was vigorously challenged. Writing on the early history of the University, Walter Johns described the selection of the Strathcona site as a "controversial matter, perhaps even more than that of the capital."¹⁷ Principal Riddell of the Methodist Alberta College in Edmonton described what ensued as a hectic struggle between Edmonton and Calgary.¹⁸

Leading the agitation for locating the University in Calgary were R.B. Bennett and adherents of the Conservative Party whose base of support was in the southern part of the province. However, the issue extended beyond political partisanship. The Rutherford decision was viewed not only as a betrayal by a large segment of the population, but injurious to the University. The validity of the Government's claim that the University was to be a provincial institution was challenged. Indicative of this was an editorial response to the decision in a Liberal journal, the Calgary Albertan:

On account of the gross selfishness of the

Alberta administration in locating the University at Strathcona, the Alberta administration has made the new institution not a provincial institution but the University of Edmonton, by which name it should be called.¹⁹

This view presented a formidable obstacle to a university which purported to be a provincial institution. For close to a decade, Calgary newspapers would generally refer to the University as 'the Strathcona institution'.

An amendment to the University Act in 1907 empowered the Lieutenant-Governor in Council to appoint a president for the University.²⁰ Rutherford, who had assumed the portfolios of both Minister of Education and Provincial Treasurer, took on the task of selection. He appointed Dr. Henry Marshall Tory of McGill University, with whom he had been in correspondence since 1905, to the post in January 1908. Shortly after accepting the position, Tory found himself a central figure in the controversy concerning the University's location since it was assumed by those opposing the Strathcona site that he had been responsible for the choice.²¹ There is no evidence to support this contention. Nevertheless, it did compel him to respond and his response took the form of action:

Because of the intensity of the rivalry between Calgary and Edmonton, and the bitterness of the controversy over the site chosen for the University, I decided the best thing for me to do was to get an institution started as soon as possible.²²

While Tory lectured extensively in support of the University and canvassed the schools for prospective students amidst considerable opposition in the south,²³ he also took steps to organize a governing body for the

institution. Under the terms of the Act, the Senate was designated the governing body responsible for "the entire management and superintendence over all the affairs, concerns and properties of the University." Membership was to consist of ten government appointees and five members as well as the Chancellor elected by Convocation, a body consisting of all the graduates of British and Canadian universities resident in Alberta. The President, the Minister of Education, and the Chancellor were designated as ex-officio members. Under the auspices of the Provincial Secretary, the first Convocation met on March 18, 1908 and elected its five representatives on Senate as well as Mr. Justice C.A. Stuart, Chancellor. The government then announced its representatives.

The first Senate meeting was held in Strathcona on March 30, 1908.²⁴ Administrative matters, including the formation of a Senate Finance Committee and a Senate Executive Committee, comprised a large part of the agenda. On the basis of Tory's statement that 35 to 40 students could be expected to enrol, the Senate authorized the commencement of classes in the fall.

By September, Tory had selected a faculty consisting of four men: William H. Alexander, Professor of Classics; Edmond K. Broadus, Professor of English Language and Literature; William M. Edwards, Professor of Modern Languages; and L.H. Alexander, Professor of Mathematics.²⁵ With this complement and an initial enrolment of 37 students, instruction began on September 23, 1908. The University was housed temporarily in the Duggan Street (Queen Alexandra)

school. In January, it transferred to the newly-constructed Strathcona Collegiate Institute. The University was to share the facilities with the Institute until September 1911.

There is no evidence to indicate that prior to the commencement of classes, Tory had given any consideration to extension education. Nor was a concern for extension reflected in his work at McGill although Kidd refers to Tory as having acted as a "special kind of extension director."²⁶ Tory was concerned with "extension" in one sense only - building institutions of higher education. Tory had been largely responsible for the establishment of McGill University College in Vancouver, but extension activities were neither conducted nor even contemplated there.²⁷ On the other hand, Tory had spent five months at Cambridge in 1892 and was familiar with the efforts of British universities to provide lectures in conjunction with organized labour. He also attended the annual meeting of the Workers' Educational Association (W.E.A.) in England in the summer of 1908 and, according to Corbett, was quite impressed by the fervour expressed by working-men for continuing (liberal) education.²⁸

Tory's lack of concern for extension education at this time is not at all surprising. Tory firmly believed in the capacity of the University to provide leadership and advance the public interest. Its *raison d'être* was "to solve the problems of life" and to attend to "the demands of the intellect".²⁹ To fulfil this function would require a viable institution and its viability would be assessed by its capacity to teach, conduct research and record knowledge.

At the Senate meeting in March, Tory stressed as the three essential elements for success; men of high calibre as faculty members, a library and a "well-equipped University." His initial plan was to concentrate on the teaching function.³⁰ Of the three, teaching was the key since the success and legitimacy of the University would depend upon its strength as a teaching institution. This, Tory clearly stated in correspondence with Rutherford³¹ prior to his appointment and repeated thereafter on a number of occasions.³² Twenty years later, Tory still considered teaching to be the heart of the University.³³

Tory was aware of the need for the University to be and to be perceived to be an institution serving the entire province. In his address to Convocation in October 1908, Tory stated that the major function of the University was to extend its benefits to the people of Alberta:

The modern state university has sprung from the demand on the part of the people for intellectual recognition which only a century ago was denied them. The result is that such institutions must be conducted in such a way as to relate them as closely as possible to the life of the people. The people demand that knowledge shall not be the concern of scholars alone. The uplifting of the whole people shall be its final goal

... I consider the extension of the activities of the university on such a basis as will make its benefits reach directly or indirectly the mass of the people, carrying its ideals of refinement and culture into their homes and its latent spiritual and moral power into their hearts and minds.³⁴

In his Convocation address, his correspondence with Rutherford and a number of public addresses following his arrival in Alberta, Tory described the new institution as

a state university. However, in the use of this term, Tory was not referring to the American state university; he employed 'state' university and 'provincial' university interchangeably.³⁵ According to Tory, the modern state university was characterized by equality of access and a responsibility to the citizens who supported it through taxation. The University of Toronto and possibly the University of New Brunswick, he noted, were representative examples. He later vehemently rejected the assertion made by Professor W.F. Osborne of the University of Manitoba that the University was modelled after the American state university.³⁶ An extension program modelled on Wisconsin lent support to Osborne's claim. Yet Tory stated that Alberta was "influenced by McGill" but that it "followed very largely the Toronto model." In response to the assertion made by Major F.J. Ney, the Executive Director of the National Council of Education, that Alberta was modelled on the American type, Tory stated in 1925:

Our staff is almost entirely Canadian and British and the whole sentiment of our institution is Canadian and British and non-American.... Naturally, in developing our institution, we have departed by necessity from old customs and traditions but we have substituted in their place.³⁷

Tory considered the University of Alberta fundamentally based upon a Canadian university tradition and cited in support of his contention both its course of study and its administrative structure. Here was the essence of the University.

Tory's conception of the University nevertheless did encompass a broad service philosophy. Creet correctly

suggests that Tory viewed both extension activities and research and development work as service to the people and that this perception was representative of Tory's tendency to philosophical confusion as well as his generosity to ideas and sensitivity to change.³⁸ During his tenure as president, Tory never provided a succinct public statement of the philosophy or purpose of extension education. His initial Convocation address, while extremely broad and very indefinite, was his clearest statement on the responsibility of the University beyond its walls. Tory's University would serve as "a prophet of the people" and he was amenable to any ideas which would further its mission.

Tory was less a rigorous philosophical thinker than a pragmatist. His use of extension education was fueled by the need to placate those who questioned either the necessity or the location of the University. Moreover, extension work was directed by two principles which Tory had articulated in correspondence with Rutherford.³⁹ Success for the University would depend upon adherence to two principles --- the centralization of higher work and the unity of education. By centralization, Tory meant a single controlling institution responsible for all higher education in the province. By unity of education, he advocated the standardization of the entire school system from the elementary to the college level as a means of keeping the province "free from the taint of denominationalism" and the inevitable variance in quality of denominational institutions. Tory viewed the University as the apex of an educational system in which the linkages and continuity

were of considerable importance. He saw this as a long-term development which would ensure the viability and ascendancy of the institution. Tory's view of the University coincided with that of the Premier, who saw the institution as the keystone of the entire public school system.⁴⁰ The aim of Rutherford's party was to "make in Alberta, from the public school up to the university, one continuous chain of development, each phase complete in itself and all happily blended into one strong system."⁴¹

The possibility of denominational rivalry was forestalled when Alberta College became an affiliate of the University in 1909 under terms specified in the University Act by which responsibility for instruction was placed with the University. Nevertheless, both principles continued to serve as the basis upon which Tory developed the University. Extension work would serve the state but also the University by intimately tying the two together. A cardinal feature of the extension program would be its close association with the educational system and the rural community. By linking its programs to these sectors, the University would not only serve the province but also ensure its own success.

The first reference to extension education followed the commencement of classes by less than a month. At a Faculty Council meeting in October, Tory stated that he had received a number of requests for correspondence courses.⁴² This was viewed by the faculty as impractical. However, Tory was entrusted with the task of determining the feasibility of giving public lectures.

At the next meeting of the Faculty Council in November, Tory reported that he had held discussions with Edmonton and Strathcona school teachers concerning a possible lecture series and that arrangements should be finalized by mid-November.⁴³ Tory informed the Senate Executive Committee of the plan in December and requested that funds be provided to defray the travel costs involved.⁴⁴ After some discussion, the Committee resolved that the promotion of extension work was "a wise policy" and authorized an expenditure of up to \$300 for the year.

As a consequence of this initiative, the University introduced a series of eight Saturday afternoon lectures beginning on January 9, 1909. These were delivered by Broadus, the professor of English Language and Literature. The first lecture was attended by a large audience which included Tory, the Premier, the Mayor of Edmonton and a number of school teachers from the two cities.⁴⁵ The initial lectures dealt with "The Evolution of the Epic Poem in Early English Literature". Other lectures in the series included discourses on Chaucer, Shakespeare, Tennyson, Browning, the Romantic Movement and various Arthurian stories. Such was the interest expressed by the school teachers and the general public that following the first lecture provision was made for Broadus to repeat the series on Thursday afternoons.

A week following the introduction of this program, a second series was established. This was a series of eight Thursday evening lectures on French Language and Literature given by Professor L.H. Alexander. Both programs

were held at the Strathcona Collegiate Institute and fees were set at \$2 per course of lectures.

Although the records of the Senate and the Faculty Council do not provide an account of additional efforts, extension arrangements were not confined to the lecture series in Strathcona. Tory was not content simply to respond to inquiries. Following an October meeting of the Faculty Council, he circulated a letter suggesting the possibility of public lectures to various associations in Edmonton and Strathcona and to school board and city officials in such places as Calgary, Lethbridge, Wetaskiwin, Fort Saskatchewan, Medicine Hat and Ponoka.

This initiative met with a positive response and a number of lectures of a popular nature were given in the spring session. Professor Edwards of the Department of Modern Languages and Professor W.H. Alexander of the Department of Mathematics delivered a series of four lectures in Wetaskiwin.⁴⁶ Included among the topics were addresses by Edwards on "Water Supply and Sewage Treatment" and by Alexander on "The Roman Press". Broadus delivered a four-lecture series in conjunction with the Woman's Hospital Aid Society in Strathcona.⁴⁷ Fees were set at \$2 for the course with one-fourth of the proceeds going to the Society. In connection with this series, Broadus' wife organized a Ladies' Reading Circle which met weekly to discuss the lectures. In February, Broadus addressed the Grand Trunk Business College on "What and How to Read".⁴⁸ In March 1909, he gave in Calgary a Friday night lecture on "The Social Position of the Actor" and on Saturday afternoon another

on "Great American Plays".⁴⁹ These were the University's first extension lectures in Calgary.

The subject matter of a number of the lectures dealt with education and the role of the University. W.H. Alexander spoke to the Clover Bar Branch of the United Farmers' Association on "The University and the Farmer".⁵⁰ Tory gave an address on "The Evolution of the Teacher" at the inaugural meeting of the Edmonton Teachers' Club in January.⁵¹ A month later, he delivered a lecture on the history of the Y.M.C.A. at the Association's annual banquet and addressed the Caledonian Society on "John Knox and the History of Education in Scotland".⁵² On March 19, the Edmonton Bulletin announced that Tory would give a lecture at a public meeting in Bowden that evening and that this was part of a series of lectures by Tory and his staff "throughout the province for the purpose of stimulating university extension among the teaching profession." In May, Tory lectured in the council chambers at Fort Saskatchewan on "The Relationship which the Public Schools have to the University".⁵³

At a Senate meeting convened in Calgary on June 10, 1909, Tory outlined a general scheme of expansion which called for the development of a Faculty of Arts and Science followed by Agriculture, Medicine and Law. The Senate resolved to establish a Faculty of Agriculture by September, 1910. Then directing its attention to extension work, the Senate recommended that extension lectures be planned as a separate Department of the University and that the fees derived from the work be divided by Tory among the

participating lecturers. It was noted that extension lectures had been provided at "various points" in the province and that attendance at Broadus' lectures in Strathcona had reached 115 and in Calgary 200. The Senate Executive Committee was instructed to provide plans and details for a continuation of the work during the next year and to present these at the next full meeting of the Senate.⁵⁴

This was the fourth meeting of the Senate but the first since mid-October, 1908. In the interim, the location of the University had been subject to considerable debate. A number of Calgarians led by R.B. Bennett and Dr. Thomas Blow agitated for its relocation. A graduate of McGill, Blow was a prominent medical specialist and a wealthy real estate owner and promoter. The debate intensified considerably in February when the House dissolved and an election was called for the end of March. The focus of the election was the government's railway, telephones, education and public works policies. But the Conservative Party saw the University question as a good campaign issue and argued in favour of a Calgary site. In the course of the campaign, Bennett stated: "I propose, if elected, to go to legislature and to stand there day after day demanding that a college at least of the university shall come south."⁵⁵ Despite Bennett's oratorical skills, the Liberals were re-elected. However, the University question continued to be a controversial issue. In April, Tory commented by letter on this situation to Walter Murray, President of the University of Saskatchewan, "I have never lived in a community so bubbling with local prejudices."⁵⁶

The attention given extension work in Senate indicates that it was viewed with increased importance. The annual report of the Senate for the year ending June 30, 1909, suggests that it was already attended by a sense of urgency:

During the year, extension lectures in parts of the province created such interest and so many availed themselves of the lectures that the Senate resolved to establish a Department of Extension with a view to developing this work as rapidly as possible.⁵⁷

The question of extension work was discussed by the Senate Finance Committee on September 29, 1909.⁵⁸ The meeting was entirely devoted to this matter. It was agreed that extension lectures be "vigorously carried on" during the coming winter. The Committee stressed that extension lectures were to be given in as many towns in the province as possible. The President was authorized to determine the most feasible centres for extension work. A month later, the Finance Committee approved a tentative plan that had been formulated by the Faculty Council four days prior to the meeting.⁵⁹ The Faculty Council recommended offering a local course of lectures in English and another in Colloquial French with a fee of \$2 for each course.⁶⁰ In addition, an attempt would be made to provide lectures in Calgary and three or four of the larger towns in the south. The Finance Committee gave its approval and urged that the lecture work "be launched at once."⁶¹

The action taken by the Finance Committee was endorsed by the Senate on November 19. Extension work was then discussed within the context of a report on a proposed Faculty of Agriculture prepared by Tory and Rutherford. They favoured the establishment of a Faculty of Agriculture

rather than the formation of an independent agricultural college. Tory had visited the University of Wisconsin in July and the structure he outlined was modelled after that at Wisconsin. Rutherford announced that a system of high schools, all with agriculture in the curriculum and some with experimental farms, was to be established. These were to serve as feeder schools for the Faculty. In order to be responsive to the needs of farmers, Tory proposed a system of extension teaching throughout the province under the direction of the Faculty of Agriculture.⁶²

This development was announced in all of the major papers the following day. The farming community, which in general preferred a separate agricultural college in the belief that it would better serve farmers than would a Faculty of Agriculture, received the announcement with reactions ranging from scepticism to outright hostility.⁶³ In January, Tory spoke on three occasions to farming groups at the request of the United Farmers of Alberta, then a non-partisan organization which had been formed in 1908 for the purpose of improving the commercial interests of farmers by educational means. At these meetings, Tory stressed the practical benefits of the proposed Faculty and cited Wisconsin and Iowa as exemplary models. Tory was attacked in the Calgary newspapers for participating in politics. Because of this he ceased giving lectures on the subject.⁶⁴

The issue of whether a faculty or college within a university or an independent institution was the most suitable means of providing instruction in agriculture had

been examined in other provinces. Following the recommendation of a government-appointed commissioner, the Ontario Agriculture College (O.A.C.) was established in 1874 as an independent institution offering a two-year diploma in agriculture.⁶⁵ The College later became an affiliate of the University of Toronto which granted O.A.C. students a degree in the same field upon completion of a further two years of study. This pattern was initially adopted in Manitoba when the Manitoba Agricultural College was established in 1906 following the recommendation of a government commission.⁶⁶ In Saskatchewan, the government favoured the O.A.C. model in 1908 but was convinced by the president of the University of Saskatchewan to establish a college within the University, the pattern found in the American state universities.⁶⁷ Instruction in agriculture began in 1909 and within three years a college was established. In British Columbia, the Saskatchewan pattern was adopted in 1913.⁶⁸

In light of the reaction to his proposal, Tory doubted the possibility of establishing a Faculty of Agriculture. He wrote to Dr. W. Galbraith, a Senate member from Lethbridge, asking him to generate support through the town newspaper, but commented, "Perhaps the game is not worth the candle. Please do not mention me as suggesting any action in this regard."⁶⁹ At the same time, he wrote a more forthright letter to Walter Murray:

I see you are having your own time with the southern part of the Province, but yours is a picnic compared to ours. On account of my efforts to start an Agriculture Faculty, I have become the greatest rascal in Western

Canada. However, I intend to carry the war into the enemy's territory and shall try to surround Calgary with a group of communities that are [sic] friendly to us by doing everything I can to make them interested in the University work.⁷⁰

The extension program introduced by Tory in the winter of 1909-10 was a creditable one with 77 lectures in series format being provided in seven centres: Edmonton, 16; Strathcona, 12; Calgary, 12; Lethbridge, 12; Medicine Hat, 12; Macleod, 7; and Red Deer, 6.⁷¹ While an attendance figure is not available for the Calgary series, it appears to have been less than that hoped for. Dr. A.M. Scott, the Superintendent of City Schools in Calgary, reported to Tory that the series was enjoyed by those in attendance, but expressed regret that more had not availed themselves of the opportunity.⁷² Registered attendance elsewhere was promising with 118 in Edmonton, 36 in Medicine Hat, 31 in Macleod, 25 in Red Deer and 25 in Lethbridge.⁷³

In each of the centres, responsibility for overall management, advertising, registration and the collection of a standard \$2 fee, was entrusted to a local committee organized by Senate members. The lectures, according to Tory, were to serve as "a good diversion and at the same time make another point of contact between the people and the University."⁷⁴ In arranging the lectures, Tory admitted to a member of Senate that "we have had considerable difficulty in fixing dates without interfering too much with our work here."⁷⁵ In order to facilitate the lecture program, towns were grouped in circuits and the lecture dates set accordingly. Since the majority of the lectures were delivered in mid-week, the program did conflict with intra-

mural instruction. In the light of Tory's stress on the teaching function of the University, the development of an extension program requiring the absence of a staff member for up to a week at a time suggests that he attributed considerable importance to this effort.

Further signalling the University's commitment to extension work was the approval by Senate in February of a draft of a new university act which had been prepared by Tory and the Deputy Attorney-General, Sydney B. Woods. The draft included a clause on extension. In framing the Act, Tory, according to W.H. Alexander, was influenced by the University of Wisconsin.⁷⁶ In fact, the University of Toronto Act of 1906 served as the model. But like that of the University of Wisconsin, the extension mandate of the new Act was potentially a very broad one.

The Senate shall have powers to authorize and conduct courses of instruction in any of the branches of learning taught in the University or such branches as may be deemed advisable by the Senate in any place or places within the province.⁷⁷

A month later, the Faculty Council directed that an announcement regarding extension work be incorporated in the calendar for the 1910-11 session.⁷⁸

These developments were subject to continuous attack in the Calgary newspapers. In part, the focus of the attack was Tory's view of the University. For example an editorial in the Calgary Herald stated that the University as a state-aided institution was.

tempted to expand more rapidly than the circumstances warrant, instance the University of Strathcona, which before it had made even a second year's record in any direction, would

like to reach out and absorb agricultural education, medical education and every other kind of education it can lay its hands on.⁷⁹

More importantly, agitation for the relocation of the University had been supplanted by the demand for a separate institution. By this time, it had become clear that the University of Alberta was not to be relocated. The idea of a university in Calgary had begun to take a definite form in the spring and summer of 1910.⁸⁰ There was, according to Macleod, "no doubting the general optimism in Calgary."⁸¹ In April, Dr. Blow announced that the establishment of a university in Calgary was distinctly possible in "the near future."⁸² He indicated that this effort was supported by many of the most successful business and professional men in the city. In June, Blow indicated that the proposed university had been provided numerous donations of money and land, among which was a section of land adjacent to Calgary given by W.J. Tregillus, a prominent dairy farmer and the head of the increasingly powerful United Farmers of Alberta. In July, a petition for a university in Calgary received substantial support and Blow stated that an attempt would be made to start classes in October.⁸³

Blow's prognosis was premature. Nevertheless, a bill incorporating a university in Calgary was introduced in the Legislature by Bennett in November. It was apparent during the House debate that the bill would not pass. However, a modified version of the bill was approved by the House following deliberation by a Committee of the Whole. In December 1910, the Legislature assented to the

establishment of a college in Calgary.⁸⁴ The only major modification to the bill was the removal of a clause giving the institution degree-conferring powers.

The passage of the Calgary College Act was abetted by a significant political development. In May 1910, Premier Rutherford resigned and the Lieutenant-Governor called upon the Chief Justice, A.L. Sifton, to form a government. Rutherford was implicated in a scandal over excessive rates awarded in the construction of the Alberta and Great Waterways Railway. According to Lewis, the scandal was.

perhaps the most important event in the political history of Alberta. It broke the Liberal Party in the province and although that party retained power for eleven years, the break went unattended and only the strong personality of Sifton held the fragments together. The scandal had an even more profound effect upon the people of the province, for it shattered their political innocence beyond repair.⁸⁵

One immediate consequence was the shelving of the proposed Faculty of Agriculture. Rutherford had been the principal force behind the move. The Sifton government was sensitive to the possibility of further alienating the electorate should it proceed with the proposal. Tory was informed that funds would not be provided for an Agriculture Faculty and that further development would have to await the availability of graduates of Agricultural Colleges which the government now proposed as an alternative means of agricultural instruction.⁸⁶ Schools of Agriculture were established at Olds, Vermilion and Claresholm in 1913. It was not until 1915 that the University established a Faculty of Agriculture.

Had there not been a scandal, it is entirely possible that extension work at Alberta would have more closely paralleled Saskatchewan's. One positive outcome was that since the Faculty of Agriculture was not encumbered with a diploma program, it was better able to concentrate on developing its research capacity. Through the dissemination of research reports in the post-war period, the Faculty developed an effective agricultural extension program.

With Rutherford's resignation, the House prorogued until November 10. In the interim, the Senate met on only one occasion and the subject of this meeting was the University's precarious financial situation.⁸⁷ Already an expenditure of \$60,000 had been made for the construction of the University's first building, Athabasca Hall. Yet the House had dissolved without authorizing money for its construction or even the operating expenses of the University. Tory was accused of having spent funds not approved by the Legislature. Building construction was stopped; the University, according to Johns, was faced with a crisis of major proportions.⁸⁸ Corbett indicates that only by pooling their personal resources were Tory and a group of a dozen businessmen able to secure a loan sufficient to carry on until the meeting of the Legislature in November.⁸⁹

In these altered circumstances, extension work was of decidedly reduced importance. The University did not engage in extension work in the 1910-11 session. Nor was the statement on extension work, approved by the Faculty Council, included in the calendar for that year. In response to a request for lectures in Stettler, Tory stated in November

that plans had not yet been made for extension work during the year and that it was possible that the University would not be able to do so "on account of the pressure of home work."⁹⁰ He indicated further that he had no objection to a course of extension lectures provided that the University staff had time to engage in extension work. To a similar request from the Secretary of the Red Deer School Board, Tory stated that a program of four or five lectures could be offered in the new year if expenses were borne locally.⁹¹

In December, each member of faculty "was asked about local and outside extension work."⁹² The faculty had increased with the appointments of Dr. W.A.R. Kerr in Modern Languages, Dr. John A. MacEachran in Philosophy, Dr. A.L.F. Lehman in Chemistry, Dr. E.W. Sheldon in Mathematics, Dr. Barker Fairley in Modern Languages, Mr. Edouard Sonet in French and Mr. James Adam in Drawing. The possibility of offering lectures in Edmonton, Calgary and Stettler was raised. Neither the newspapers nor the University records provide evidence that this suggestion was acted upon. Apparently the only program was a four lecture series on "Tennyson" given by Mrs. Broadus in conjunction with the Edmonton Y.W.C.A. The Calgary Albertan remarked that the University's annual report for the year 1910-11 provided ample evidence that the University was having no influence at all on the southern part of the province.⁹³ Insofar as extension work was concerned, this assertion was accurate.

The new University Act was given assent by the House

on December 16.⁹⁴ It provided for the establishment of a Board of Governors with broad powers with respect to the University's operation. The Senate which had possessed full governing powers was made responsible for academic matters. No reference was made to the Faculty Council. From the inception of the University to 1942 when the University Act was amended, the Faculty Council (renamed the General Faculty Council in 1917) was a non-statutory body.

The newly-constituted Senate met for the first time in March 1911.⁹⁵ The Senate Executive Committee was instructed to prepare a general plan for extension lectures, to provide for a statement on extension work in the calendar, and to bring a report of its plans to the following meeting. The report was not immediately forthcoming, nor was a reference to extension work included in the calendar for the 1911-12 session.

Despite the Senate's seeming inaction, however, lecture series were given in Strathcona, Red Deer and Calgary, beginning in January 1912. Each was a series of twelve lectures equally divided among Professors Kerr and Broadus and Barker Fairley, the newly-appointed lecturer in modern languages. Fees were set at \$2 and the program content dealt with Roman Life and History, German Music and Drama, and English Literature.

Preceding the resumption of the lecture program was the introduction in the Legislature of a second Calgary University Bill in December 1911. The purpose of the bill was to provide the College with degree-granting powers.

At the same time the charge was made by the Calgary Albertan that Tory was a "one-man centre of opposition" whose purpose was to embarrass the Calgary institution and make its creation an impossibility.⁹⁶ As evidence, the Albertan cited discussion of the issue by the University Senate and exhortation that its members exert their influence to stop the formation of a second university, an event which Chancellor Stuart denied and of which there is no record.

While the Calgary University Bill was subject to House debate in January, Blow announced the appointment of Dr. E. Braithwaite, later the President of the University of Western Ontario, as Acting Dean of the College. According to Blow, Braithwaite was scheduled to arrive in February in order to organize classes beginning in October.⁹⁷ Blow stated that there was a distinct possibility of the College receiving a Carnegie Corporation grant and assistance in the form of a land grant from the federal government. Blow suggested further the possibility of candidates obtaining a degree from McGill University by course work at the College.

On February 6, the Calgary University Bill was narrowly defeated by a vote of 17 to 15 with 8 abstentions. The following day, Blow and Tregillus announced that discussions had been held with Principal Peterson of McGill regarding possible affiliation.⁹⁸ According to Blow, Peterson had encouraged him to "go ahead with the development of the College" and suggested "affiliation was to its [the College's] best advantage."

This development was a clear threat to the University. Certainly, it was viewed as such by Tory. In February, he

wrote to Peterson:

I refuse to accept their statement of the fact and I write to ask you whether such is really the case. Calgary people have no desire to affiliate with Eastern places.⁹⁹

In response, Peterson indicated that Blow had no right to state that he had agreed to affiliation and that he had made only a "careful statement of McGill's attitude to affiliation generally."¹⁰⁰ However, Peterson stated also that he found Tory's assertion regarding the lack of interest in affiliation by Calgarians "difficult to believe". He added that an application for affiliation when received would definitely be considered.

Tory's attempt to block the proposed affiliation appeared to be unfruitful. His conviction that affiliation was inevitable was reinforced by Walter Murray, who wrote in April that, while in Toronto, he was informed that McGill favoured granting affiliation to Calgary.¹⁰¹ Murray stated that "the action of McGill is a very serious one and against the interests of higher education" in Alberta. Murray's information coincided with an announcement by Braithwaite that he had been assured by the registrar at McGill that there would be "no trouble in getting affiliation."¹⁰² Tory wrote to Murray, "I have absolutely no confidence in Peterson."¹⁰³

It is within this context that on April 4, 1912, Tory addressed the Senate on "plans for making the University helpful throughout the Province."¹⁰⁴ In a motion introduced by Tory and seconded by Principal Riddell of Alberta College, an affiliated Methodist college, the Senate resolved

to "authorize a Department of Extension in Conjunction with the University". In May, the Board of Governors voted to place \$1,000 in the 1912-13 budget for the hiring of an extension secretary.¹⁰⁵ With this measure, the University of Alberta became the first Canadian university to organize a department of extension, apart from agricultural extension, with special appropriations for its support.

In May 1912, Tory appointed as extension secretary Albert Edward Ottewell. Ottewell was born in Clavering, Ontario, and was raised on a pioneer farm near Clover Bar, Alberta. For close to ten years after finishing primary school, he worked as a farmer, miner and lumberjack. Ottewell was one of ten students who transferred to the University in 1909 from the Methodist, Alberta College. He graduated in 1912, having obtained a degree, magna cum laude, in Latin and Greek. Ottewell was active in student affairs, and served as the editor of the Gateway, the student newspaper, and as the president of the Students' Union. He also worked as a student preacher in Alberta mission fields and intended to enter the ministry upon graduation.¹⁰⁶

Coinciding with Ottewell's appointment was an announcement by Blow that Calgary College would open in October.¹⁰⁷ On October 19, the College started classes on the premises of the Calgary Public Library. With a staff of four professors, 24 regular students and a further 101 taking one or more courses, the College's beginning was not altogether dissimilar to that of the University of Alberta. However, it lacked government backing and was without degree-conferring powers.

It was not apparent at the time of Blow's announcement or at the opening of the College that the attempt to affiliate with McGill would fail. Only in mid-November did Braithwaite state publicly that McGill considered such an arrangement "unwise in view of the general academic situation in Alberta."¹⁰⁸ This failure led to a renewal of the movement seeking degree-granting powers for Calgary College. Thus, while Tory no longer need be concerned with a college affiliated with McGill, he faced continued opposition in Calgary and a second higher education institution in the province.

Prior to Braithwaite's disclosure, Ottewell had formulated an extension program which had received Senate approval and had been publicly announced.¹⁰⁹ Modelled after that at the University of Wisconsin, this program would play an important role in the demise of Calgary College in 1915 and helped ensure the ascendancy of the University in the province.

FOOTNOTES FOR CHAPTER II

1. Thomas, L.G., "The Liberal Party in Alberta, 1905-1921" in Society and Politics in Alberta, ed. C. Calderola (Toronto: Methuen Publications, 1979), p.3 ff.
2. Ibid., pp.4-7.
3. Ibid., p.5.
4. Statutes of Alberta, Chapter 22, May 9, 1906, "An Act to Establish and Incorporate a University for the Province of Alberta", Alberta Legislation Assembly Journals, 1906.
5. Patterson, R.S., "F.W.G. Haultain and Education in the Early West", M.Ed. thesis, University of Alberta, 1960.
6. Ibid. Ref. Johns, op.cit., pp.1-4.
7. The Conservative Party complimented the government for its decision to establish a provincial university at such an early date. Edmonton Journal, 23 April, 1906.
8. MacGregor, J.G. A History of Alberta. (Edmonton: Hurtig Publishers, 1972), p.196 and p.21 ff.
9. Ibid., p.218.
10. Edmonton Bulletin, 28 February, 1906.
11. Thomas, L.G. The Liberal Party in Alberta. (Toronto: University of Toronto Press, 1959), p.39 ff.
12. Broadus, E.K. Saturday and Sunday. (Toronto: Macmillan Co., 1935), p.21.
13. Thomas, 1979, op.cit., pp.6-7.
14. Strathcona Plaindealer, 6 April, 1907.

15. Gilpin, J.F., "The City of Strathcona, 1891-1912", M.A. thesis, University of Alberta, 1978. Strathcona was incorporated as a city in March 1907.
16. Weston, P.E., "A University for Calgary", Alberta Historical Review 11, 3 (Summer 1963), pp.1-11.
17. Johns, op.cit., p.4.
18. Riddell, J.H., Methodism in the Middle West. (Toronto: Ryerson Press, 1946), p.7 ff.
19. Calgary Albertan, 11 April, 1907.
20. Statutes of Alberta, Amendment to the University Act, Chapter 5, Section 22, 1907.
21. Corbett, E.A., Henry Marshall Tory: Beloved Canadian. (Toronto: Ryerson Press, 1954), p.93 ff.
22. Diary of H.M. Tory, cited in Corbett, *ibid.*, p.94.
23. Op.cit., p.94.
24. Minutes of the Senate, 30 March, 1908. (Henceforth, Sen.Min.)
25. Professor Edwards served the University until his death in 1918 while Professors Broadus and W.H. Alexander each served for over twenty-five years. L.H. Alexander resigned in 1909. See Alexander, W.H., "In the Beginning", Alberta Historical Review 8, 2 (Spring 1960), p.17.
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CHAPTER III

EARLY PROGRAM DEVELOPMENT AND THE RESOLUTION OF THE CALGARY COLLEGE QUESTION

In September, the Extension Department, consisting for the moment only of Ottewell, was situated on campus in a disused power building which had once served the city of Strathcona. This building was to house the Department for the next five decades.

At a Faculty Council meeting on September 21, Tory suggested that a committee be formed "for organization and guidance of the Department of Extension."¹ Members of the Committee were: Tory and Ottewell, as chairman and secretary; E.K. Broadus, Professor of English Language and Literature; J. Allan, Professor of Geology; W.A. Kerr, Professor of Modern Languages; A. Lehman, Professor of Chemistry; and F. Lewis, Professor of Biology. There was no stipulation that it report to Senate, the body ultimately responsible for extension work.

One month following the formation of the Committee, the Senate approved a draft bulletin on extension work prepared by Ottewell and approved by the Committee.² That such a bulletin would be forthcoming had been indicated in the 1912-13 Calendar, which for the first time made formal notice of the establishment of the Department. The bulletin outlined the purpose of the Department; it was to "take the lead in every movement having for its object the betterment of conditions" in the province.³ The bulletin indicated

that three divisions had been established - Extension Lectures, Debating and Public Discussion, and Press Bulletins and Periodical Publications. Within a year, a fourth division - a travelling library service - was introduced.

The Lecture Division

Complete responsibility for organizing lectures was placed in Ottewell's hands. By December, lectures had been delivered by the faculty in eleven locations: Edmonton, Strathcona, Camrose, High Prairie, Red Deer, Medicine Hat, Macleod, Taber, Stettler, Lethbridge, and Pincher Creek.⁴ The latter eight of these locations were in the central and southern regions of the province and within 100 miles of Calgary. The lectures were normally provided under arrangements made with local school boards, the Department covering travel costs and the boards providing for the lecturer's accommodation and, where necessary, the hall rental fee.

Whenever possible, towns were grouped in circuits and the faculty provided a number of lectures at each location. According to R.K. Gordon, a lecturer appointed to the English Department in 1912, the 'grand tour' involved giving seven or eight lectures in such locations as Medicine Hat, Lethbridge, and Macleod over a period of ten days.⁵ He described the audiences as having been easy to please and extraordinarily large and the experience a 'great adventure'. Broadus described the experience in a more critical fashion:

Oh, those days of 'extension lectures'!
What a nightmare and at the same time what
a revelation they were! We had to keep our
regular work going and do justice to it,

and we had to travel by vehicle to every little rabbit-path of a settlement in the province. The railway connections were well-nigh impossible; the hotels beyond the powers of a chaste vocabulary to describe. Sometimes we went to Calgary, the only other sizeable city of the province; but the citizens of Calgary wanted a university of their own and received us with mixed feelings. Sometimes we went down into the southern part of the province.... Sometimes we followed the drift of settlement northward, where warily it was beginning to penetrate the edge of the Silent Places.⁶

By the end of the 1912-13 session, 61 lectures had been given by the faculty with an aggregate attendance of just over 6,000 persons.⁷ The number of public lectures increased markedly in the following year. Between July 1913 and June 1914, 150 lectures were given in 42 locations with an aggregate attendance of 15,000.⁸ The Department's year-end report to Senate indicated that lectures had been well-received and that a number had been provided for the first time in many villages and rural communities. Professor Allan wrote to Tory in November that his lecture tour in the south had resulted in resolutions in most of the towns conveying grateful thanks to Tory for the lectures.⁹ The Lethbridge Herald reported that, following a lecture by Professor W.H. Alexander, a large and appreciative audience had "felt that a little extra tax for the University would be incalculably well spent."¹⁰ The Stettler Independent commented on the lecture program in January: "What the University of Alberta is doing in this respect for the rural communities has already been discovered in some districts and will rapidly be ascertained by more."¹¹

The Division of Debating and Public Discussion

The purpose of this Division was to promote formal debate on issues of social, political and economic importance by community organizations and the high schools. Ottewell prepared typescript material, available for the sum of 5¢ each, on a range of topics which included the Canadian Navy, Women Suffrage, British Citizenship, the Single Tax, the Closed Shop, Commission Government of Cities, Capital Punishment, and Consolidated Rural Schools. The debate material attempted a balanced argument on such issues. To guide the debates, several hundred copies of a circular entitled "Principles and Practices of Debating", by Broadus, were distributed free of charge.

Ottewell's initial attempt to organize a High School Debating League in October 1912 was unsuccessful. Five schools had agreed to the scheme but were forced to withdraw, according to Ottewell, "due to organizational and financial difficulties."¹² In the following session, he succeeded in organizing a League consisting of 16 schools.

Ottewell considered extension work in the schools as an appropriate function of the University and an important means of development in the province.

More can be done by university extension towards fusing the various elements in our population and producing the most virile type of national life than by any other means except perhaps the public school and it can only do its best work in co-operation with the university, its agent being the University extension movement.¹³

Many of the Department's programs, including radio work, agricultural extension, the travelling library service and

a slide/film service were to be directed to school children in addition to rural adults.

The League was clearly intended as a means of promoting debating and public discussion but it also served the University by generating publicity and attracting students to it. When the League was dissolved in 1926, Ottewell described it as having served a useful purpose: "The University was new, unknown and untried. A certain measure of publicity work had to be done."¹⁴ In the process of organizing the League, Ottewell recruited students to the University.¹⁵

There was a strong interest in the debate literature by community-based organizations. In June 1913, Ottewell reported to Senate that 25 organizations had received material and conducted over 50 debates.¹⁶ By June 1914, 250 packages of debate literature were in circulation. Approximately 75 organizations, chiefly Women's Institutes, farmers' organizations, literary societies and church groups, had ordered material. These were located in 60 communities, many of them remote. The service extended geographically from Grande Prairie in the north and Warner in the south to Lundbreck and Pincher Creek in the west and Medicine Hat in the east. Ottewell estimated that nearly 4,000 people had obtained debate material during the session.¹⁷

The Division of Press Bulletins and Periodical Publications

The objective of this Division was to provide information on developments in the University and within the Department. Weekly bulletins were introduced in November, 1912. They dealt with such matters as lecture arrangements,

student Union and Glee Club activities, athletic events, the development of the University and information about students. The Department mailed the bulletins to high school principals, newspaper editors, members of the Legislature, members of the Board of Governors, the public libraries and universities outside the province.

The Library Division

In March 1913, the Board of Governors increased the extension budget for the 1913-14 session from \$1,000 to \$5,000.¹⁸ The budget allowed for the hiring of a part-time secretary and provided for the establishment of a fourth division, a travelling library service. Ottewell introduced this service following an examination of Wisconsin's extension program in July. The library holdings, distinct from those for intramural purposes, consisted of 1,750 fiction and non-fiction books. These were arranged into separate 'libraries' of 30 to 40 books on scientific, literary and popular subjects, geography, history and rural life. The service was restricted to groups of ten or more. Recipients were responsible for shipment costs and were liable for any damage.

During the year, books were borrowed by groups in 59 communities, many at a distance from the University - Fishburn, Peace River, Crossing, Sibbald and Rollo, British Columbia. Ottewell estimated the number of borrowers at between 3,000 and 4,000. In June 1914, Ottewell reported that fifty travelling libraries were in the field and that

applications were continuously being made for the service.¹⁹

* * * * *

The initial success of the Department was due to the commitment of the President, the Board of Governors and the staff of the University to extension work. It was also due to the province being a receptive milieu for extension work. Roughly 70 per cent of the province's 375,000 inhabitants resided in rural areas.²⁰ A pioneer society, the province and especially its rural sector lacked basic cultural amenities and, apart from Calgary and Edmonton, was without a public library service.²¹

Ottewell noted in December 1912, that "a most cordial spirit of co-operation had been met with practically everywhere work has been attempted."²² By June 1913, the Department had reached approximately 10,000 persons.²³ In November, Ottewell informed Tory that the work was expanding so rapidly that it was only possible to keep up with it in a very inadequate way.²⁴ The following month, the Board of Governors met to discuss "the question of enormous growth in the Department of Extension."²⁵ Tory explained that the applications for the travelling library service exceeded the supply and that the Department was unable to respond to all of the calls for lectures received from rural areas. According to the President, the Department was doing excellent work and a further grant was required to cover the heavy drain on its funds. The Board endorsed the work of the Department and granted an additional \$1,000 for the balance of the session.

In March 1914, the Board of Governors increased the Department's appropriations for the 1914-15 session to \$10,000.²⁶ A month later, Ottewell reported to Senate that the response to extension work was so great that it was "a matter of some difficulty to decide what field can be most profitably entered."²⁷ He conservatively estimated the number of persons participating in the Department's programs during the 1913-14 session at 25,000.²⁸ In May, the Department was formally placed under Senate control when it endorsed a motion by Tory that "the Department of Extension be a department of the University to report to Senate and the Committee on Extension be a committee of management, the President having power to add to its number."²⁹

Of the programs introduced by Ottewell only two could be considered unique in Canadian higher education. No other institution was engaged in promoting public debates within schools and communities nor did other universities provide a regular press bulletin service. The systematic provision of public lectures, notes Harris, was common to a number of Canadian universities by 1912.³⁰ Moreover, McGill University had established a travelling library service (later named the McLennan Travelling Library) in 1901.³¹

The underlying motives for extension work at Alberta did not, however, substantially differ from those at other universities. These were a sense of public responsibility and the need for institutional promotion. These factors account for the introduction of free public lectures by a number of universities in the mid-nineteenth century.³²

Extension work at Queen's, according to Dunlop, was motivated by a vision of social responsibility together with the need for generating revenue, increasing enrolments and enhancing the public image of the institution.³³ President Mills of the Ontario Agricultural College (O.A.C.) had introduced a systematic program of short courses and demonstrations which employed College staff and expert farmers as instructors and relied upon farmer organizations for support. The College's farmers' institutes (1885-1896) were a product of Mills' view of the institution as a practical one and the need to secure support among rural Ontarians.³⁴

What did differentiate Alberta from other Canadian universities was the acceptance of the Wisconsin Idea as the basis for extension work and the immediate establishment of programs modelled after the University of Wisconsin. The University of Saskatchewan was influenced by the Wisconsin Idea, as were all the Western universities, but it was strictly concerned with agricultural extension in 1912. At Saskatchewan, Manitoba and British Columbia, the primary thrust of extension work until the 1930s was agricultural extension.³⁵

Ottewell wrote in 1915 that the only creditable attempt at extension work elsewhere in Canada was Queen's extra-mural degree program. He considered even this effort narrow given the possibilities evidenced by Wisconsin. Ottewell indicated that in Canada "to the present no serious attempt has been made to grapple with the educational problems for which this type [Wisconsin] provides the answer."³⁶ As a result of examining and evaluating Wisconsin's program, he

concluded that each of teaching, research and popularization could play an important role in extension work.³⁷

At Wisconsin, an extension program, consisting of public lectures by the regular academic staff, had been established in 1885. Later, credit correspondence courses were added. The extension program was substantially reformed in 1907 following the appointment of Louis E. Reber as Dean of Extension. The philosophical underpinnings of the new extension program were provided by Charles Van Hise, who had been appointed University President four years earlier. The appeal of the extension policy formulated by Van Hise and the success of the programs developed by Reber resulted in the University of Wisconsin becoming the most influential institution in the American university extension movement. By 1915, twenty-two American universities had established or restructured their extension programs based on the Wisconsin Idea.³⁸

Central to the Wisconsin Idea was a shift in emphasis from scholarship to service. Van Hise vigorously pursued a program in which service to the state and its citizens was both a goal and a justification. He noted: "I shall never be content until the beneficent influence of the University reaches every family in the state. This is my ideal of the state university."³⁹ The extension program was to emphasize the role of the University in distributing the benefits of modern science. By doing so, according to Van Hise, the University could also secure popular esteem and increased appropriations - essential requisites for an institution he wished to see undergo substantial expansion.⁴⁰

For the University to serve as a "utilitarian university",⁴¹ its extension mandate was to be extremely broad. There were to be no preconceived notions regarding the scope or appropriateness to the University of the extension work envisaged. In an address to the Association of State Universities in 1905, Van Hise argued that "a state university should not be above meeting the needs of the people, however elementary the instruction necessary to accomplish this."⁴² Van Hise was not wedded to a fixed extension objective or method. Flexibility in outlook and application were two cardinal features of the extension program. Reber, wrote Curti and Carstensen,

was restrained by no rigid notion that certain activities were beneath the dignity of the University extension division. If the citizens of the state wanted to know about Plato or how to construct a sanitary sewage system, about astronomy or tuberculosis, he proposed to help them. Not even the inmates of the state prison were safe.⁴³

Thus, Reber, with the support of Van Hise, viewed the extension function as falling largely outside the conventional university scheme; its main purpose was to provide utilitarian courses at any level.

In his first report to the Board of Regents, the governing body, in 1908, Reber indicated that four departments had been organized in the Extension Division: correspondence study, instruction by lectures, debating and public discussion, and general information and welfare. Apart from credit correspondence work, which was under the direction of an academic Sub-Committee on Credit for University Extension, extension work was placed under Reber's direction. He, in turn, reported

to the President and ultimately to the Board of Regents. The formal organization of extension work which Reber outlined and the pattern of extension work remained largely fixed until the mid-1950s.⁴⁴ At that time, the extension program came to rely more heavily upon its credit correspondence and class work due to the entry of other agencies in fields traditionally served by the Division.⁴⁵

At the time of Ottewell's appointment in 1912, the University Extension Division at Wisconsin was organized as follows. A Correspondence Study Department provided home study instruction ranging from elementary school studies to university credit courses. An Instruction by Lectures Division supplied school boards and community organizations with lectures, provided a lantern slide rental service, organized circuit lectures, and supervised a travelling library service in co-operation with the Wisconsin Free Library Commission. It also offered lecture courses with essay requirements to organized study groups. A Debating and Public Discussion Division furnished packaged libraries, bulletins and guides for debating to elementary and secondary school students, debating and literary societies, church associations, civic leagues, farmers' organizations and women's clubs. Lastly, a General Information and Welfare Division served as an information clearing-house and disseminating-agency for various University departments. This Division organized vocational institutes involving demonstrations and lectures and travelling

exhibits using statistical charts, pictures, models and descriptive literature.⁴⁶

Extension work of the breadth and magnitude of the University of Wisconsin was beyond the early capacity of Alberta. However, its rudimentary extension program already resembled Wisconsin's and a framework had been established for future developments. During the war, a slide/film service was established and by the end of Tory's tenure in 1928, extension work at Alberta had become virtually identical to that at Wisconsin, the only major difference being the absence of credit correspondence courses.

The success of the extension program was an important factor in the resolution of the Calgary College question. Continued support for the establishment of a comparable institution in Calgary had led to the introduction in the House in February, 1913, of the same Calgary University Bill which had been narrowly defeated twelve months earlier. Tory viewed this development as a serious challenge to the University. He wrote to the Minister of Education, J.R. Boyle:

Calgary College certainly has no more claim than Alberta College nor perhaps half a dozen other institutions of a religious character which will rise in the future, and to give to one means claims of all being recognized. All the western provinces, even Manitoba, have

stood firm to one University principle. This session they want Degree Conferring power, next they will want money. Mr. Bennett declared in my hearing and in that of four or five others that the time would come when the University here would be torn down and removed to Calgary, so hostile has the group represented by Dr. Blow been to the State University. ⁴⁷

The possibility of denominational colleges being established should the College receive degree-conferring powers was not at all an issue. However, Tory's letter to Boyle had correctly cited as the key issue the cost of funding a second university. Calgary College proponents argued that the province was equally divided into two sections with Calgary being of sufficient size and having a large enough school population to maintain a university. They claimed that the net assets of the College, valued at over \$1,300,000, would provide an annual income of \$66,000, an amount slightly in excess of the government grant to the University of Alberta. The position taken by Boyle and Sifton was that the government was not in a position to finance a second university whose 'assets' were largely promissory notes of land donations and that the province could be capably served by one institution as were Manitoba and Saskatchewan. ⁴⁸

The Calgary University Bill was defeated on March 4, by a vote of 21 to 12. The margin of defeat was greater than it had been in February 1912. Nevertheless, the vote reflected a degree of support for the College which extended beyond the Conservative Party since it held but 6 and the Liberal Party 39 of the 47 seats in the House.

In April, a general election was called as the Sifton

government's control over the province weakened due to continued repercussions of the Alberta and Great Waterways scandal, the emergence of a dissident movement within the party over Sifton's handling of the issue and a series of by-election losses to the Conservative Party in 1911. While the railway scandal was the major electoral issue, Calgary College continued to receive the support of the Conservative Party. However, the Liberal Party was returned with a reduced majority of 38 seats in a larger 56-seat Legislature, the Conservative Party having attained 18.⁴⁹

Tory did not publicly participate in the debate over Calgary College possibly because he feared being accused once again of engaging in politics. Nevertheless, his position was quite clear. The only public pronouncement on the role of the University of Alberta was given by Chancellor Stewart immediately following the election. He stated that it was not the University of Edmonton as it was generally called in the south; its mandate was province-wide and was similar to that of the University of Wisconsin whose influence was already felt in every city, town and village of the State. He expressed the hope that

with increasing strength and facilities this university may do the same. I think it ought to do the same; and a splendid beginning has been made in the character of our extension work of which I am afraid the good people of my own city [Calgary] have very little knowledge.⁵⁰

While the Liberal Party held a majority in the House, the Conservative Party had received 45 per cent of the popular vote, just three per cent less than the Liberals. In examining the history of the Liberal Party, Lewis

attributed its success in the election to two factors. The Conservative Party had lost its most able spokesman when Bennett became a federal parliamentarian in 1911. Secondly, and more importantly, the Liberal Party had skilfully altered electoral boundaries immediately prior to the election for which it was accused of gerrymandering by the Conservatives. The Liberal Party was, therefore, sensitive to the fact that its hold over the electorate was narrower than its control in the Legislature.⁵¹ Thus, when the House was subject again to an application by Calgary College for University powers in October 1913, the matter was not put to a vote but referred to the Lieutenant-Governor, G.V. Bulyea. He was given the authority to appoint a Commission to investigate and report on the Bill.

The Commission was appointed in May 1914, and presented its report on December 29.⁵² Members of the Commission were Stanley Mackenzie, President of Dalhousie University; Robert Falconer, President of the University of Toronto; and Walter Murray, President of the University of Saskatchewan. A Commission more sympathetic to the University could scarcely have been found. While subsequent events would prove that Falconer did not view Alberta as solely Tory's bailiwick, he was not inimical to Tory's view that the University of Alberta was a state institution. MacKenzie and Murray were in constant communication and on intimate terms with Tory. Although the Commission's findings were, perhaps, a foregone conclusion, its composition was not subject to unfavourable reaction by supporters of Calgary College.⁵³

The Commission confirmed the government's decision in 1910 to withhold degree-conferring powers from the College and its choice of Strathcona as the site for the University. It pointed to the inadequate resources of the College and the costs already borne by the government in funding a university which it described as "growing at a surprisingly rapid rate." The Commission proposed the establishment of an Institute of Technology and Art in Calgary as an alternative to the College.⁵⁴

The Commission described the University of Alberta as a firmly-established and successful state university. Central to this assertion was the view by the Commission that the University had shown its capacity to serve the people through the strength of its teaching staff and its having developed "a system of Extension Courses and Traveling Libraries which are carrying its benefits to all parts of the Province." The Commission drew special attention to the fact that only in its seventh year, the University provided instruction in fifteen teaching departments. A Faculty of Law had been established in 1912 and a Faculty of Applied Science in 1913. Instruction in medicine began in 1913 and a Department of Pharmacy was founded in 1914. The Faculty complement had increased to 35 and student enrolment to 439. Three buildings had been constructed and a fourth, the Arts Building, was nearing completion.⁵⁵

The Commission Report pointed to the ability of the University to serve the province through extension work. It likened the work of the Department to that of Wisconsin, Nebraska and Minnesota. The Report noted:

The lecture courses and the library facilities of the Extension Department of the University of Alberta are penetrating equally well to all the rural and smaller urban districts of the Province, to the south as well as the north. The lecture courses are in great demand in the older part of the Province, while the travelling libraries are much sought after by the settlers in the newer districts. Outside the cities of Edmonton and Strathcona, the Province can be as well served with these facilities from one centre as from another...56

The government endorsed the Commission Report. The issue was not subjected to further debate in the House. With the advent of the War, a party truce had been called which lasted until 1916.⁵⁷ Provincial political issues had been superceded by developments in Europe. Dr. Blow had hoped for government support and funding. When this failed to materialize, the fate of the College was sealed. It ceased operating in the spring of 1915. With the failure of the College, the pre-eminence of the University in post-secondary education was effectively guaranteed.

Through extension work, the University provided an important public service. At the same time, extension work served the University by effectively promoting it. The Department assisted Tory in the realization of his goal of a single controlling institution responsible for post-secondary education in the province.

FOOTNOTES FOR CHAPTER III

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9. J. Allan to Tory, 19 November, 1913.
10. Lethbridge Herald, 15 November, 1913.
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1968), p.45.
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35. Ref: Morton, W.L., op.cit.; Morton, A.S., op.cit.; Selman, G., op. cit.
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37. Morton, J.R., University Extension in the United States. (Birmingham: University of Alabama Press, 1953.)
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40. Ibid., pp.41-42.
41. Ibid., p. 52.
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43. Schoenfeld, op.cit., p.57.
44. Rosentreter, F.M., The Boundaries of the Campus: A History of the University of Wisconsin Extension Division, 1885-1945. (Madison, Wis.: University of Wisconsin Press, 1957.) , Pp. 172-176.
45. Ibid.
46. Bulletin of the University of Wisconsin, 1911-12, pp. 475-506.
47. Tory to Boyle, 13 February, 1913. Underlining his.
48. Calgary Herald, 3 March, 1913.
49. Lewis, op.cit., pp. 10-11.
50. Stewart, Chancellor Mr. Justice, "Convocation Address". 13 May, 1913, in the Calgary Herald.

- 51. Lewis, op.cit., pp.10-11.
- 52. Report of the Commission Appointed to Consider the
Granting of degree-Confering Powers to Calgary
College, 29 December, 1914. Sessional Papers,
No. 1, Alberta Legislative Assembly Journals,
1915.
- 53. Macleod, op.cit., p. 168.
- 54. Report, op. cit.
- 55. Op. cit.
- 56. Op. cit.
- 57. Lewis, op.cit., p. 11.

CHAPTER IV

THE WAR YEARS

Had the University not been so well established, suggests Johns, it might have been forced to suspend its operations entirely due to the war.¹ Its existence was not threatened and some growth was recorded. In 1915 a Committee of Graduate Studies was formed and a Faculty of Agriculture established. A School of Accountancy opened a year later and a Department of Household Economics in 1918. Nevertheless, the University was faced with financial constraints and the loss of a sizeable number of students and staff. These were the most serious problems confronting the University during the course of the war and its immediate aftermath.

The work of the Department was substantially influenced by staff reductions and the need for financial restraint. By the end of the war, the Division of Press Bulletins and Periodical Publications and the Public Lectures Division had temporarily ceased operating and the work of the Division of Debating and Public Discussion had been curtailed. On the other hand, with the establishment of a Faculty of Agriculture in 1915, agricultural extension work was introduced. The Library Division had expanded considerably, as had a new, fifth division, one which Ottewell entitled in 1917 the Division of Visual Instruction.

The overall pattern which emerged during the war was one which differed from the range of programs at Wisconsin

only by the absence of credit and non-credit correspondence work. Apart from the limited agricultural extension program, the faculty was no longer engaged in extension work. In addition, the Department's pre-war growth rate continued. Despite the curtailment of a number of programs, the Department reached approximately 100,000 persons in the 1918-19 session.

Management, Funding and Staffing

The Senate Committee on University Extension did not meet during the war. Ottewell reported directly to Tory and presented an annual or semi-annual report to Senate.

With the doubling of the Department's budget to \$10,000 for the 1914-15 session, the staff complement was increased in July to four full-time and one part-time persons.

Miss Jessie F. Montgomery, a recent graduate in English of the University, joined the Department as office secretary. To assist Ottewell, now the Director of Extension, and Montgomery, were two stenographers and Mr. J.R. Hosford, an undergraduate in arts, who was hired on a part-time basis to assemble debating material. The staff numbers remained at this level until the 1916-17 session when Montgomery was granted a leave of absence without pay in order to pursue a Masters degree in Library Science at the University of Wisconsin. Her replacement, Mrs. G. Breach, departed for England in the spring to attend her husband who had been seriously injured in the war. In addition, Hosford enlisted in the army in the fall.²

Ottewell departed for England in November 1917 to serve as Director of Extension Services with Dr. Tory's Chalki College. In the summer, Tory had gone overseas at the request of the National Council of the Y.M.C.A. to determine the feasibility of providing an educational program for enlisted men. The Y.M.C.A. had already established a limited educational program in various army camps in England. Tory proposed a considerably expanded effort, including business and agricultural courses, matriculation courses, medical programs, university level courses and an extension program. With the consent of the Y.M.C.A., the plan was adopted by the Canadian army in the summer of 1918. Tory appointed Walley H. Gaetz, Professor of Pharmacy, as Acting Director of Extension until Ottewell's return in July, 1919.

In October, 1914, the Board of Governors met to discuss the budget for the 1915-16 session which it decided would require "judicious treatment" because of the war. The Board agreed to the continuance of the Department's grant of \$10,000.³ Since the growth in the Department's work had been matched by a corresponding increase in funds, this decision was to have a pronounced effect on its work. Some retrenchment was required. The budget was reduced by \$2,000 in the 1916-17 session but most of this amount was restored in the following session when the Department's grant was raised to a total of \$9,600.⁴

The Division of Press Bulletins and Periodical Publications

In October, 1914, the Board of Governors rescinded

a decision made in March allocating an additional \$1,000 of the Department's budget to an enlarged version of the press bulletin, a literary and scientific quarterly to be entitled the University of Alberta Review or Magazine.⁵

The Board decided to withhold its publication until the following year. However, the press bulletin itself was discontinued in January 1916, with the Senate citing as the reason the high printing and mailing costs of the publication.⁶ The Department did not issue another press bulletin until the fall of 1919. The University did not establish a literary or scientific quarterly but an Alumni Association publication introduced in 1920, The Trail, together with the press bulletins served this purpose.

Following the Senate decision, the only additional material prepared by the Department in 1916 were an open-shelf library catalogue, a circular on the Patriotic Speakers' League, a report on the High School Debating League and the first agricultural publication, an article on "Agricultural Education" by Dean Howes of the Faculty of Agriculture. Of these only the first two were continued in the 1916-17 session but an additional booklet on "The Legal Status of Women in Alberta" was distributed on behalf of the Provincial Department of Agriculture. By June, 1917, the work of the Division of Press Bulletins and Periodical Publications had ceased entirely.⁷

Division of Debating and Public Discussion

The number of schools in the High School Debating League increased to 23 in the 1914-15 session and remained

at that level in the following year. With the departure of Ottewell to Khaki College in November, 1917, Gaetz considered it too impractical to continue the League. This decision was viewed as a temporary expedient.⁸

The content matter of the debate material increased to roughly 90 topics and some 800 packages were distributed in the 1915-16 session. In the fall of 1916, a charge of 50¢ was applied to requests for debate material from outside the province. Requests had been received from as far east as Ontario and from the southern States. The Department now discouraged such applications because of the cost involved. With the departure of Hosford much of the debate material became outdated. During the 1916-17 session, over 200 community groups had received debate packages but by December almost one-half of the packages were under revision or unavailable for circulation, a situation which continued into the 1917-18 session when the circulation figure was halved.⁹

The Lecture Division

In the 1914-15 session, 260 lectures were given in over 80 communities with attendance reaching 20,000. Sixteen members of the faculty had given lectures in addition to Ottewell and J.S. Woodsworth, the Secretary of the Canadian Welfare League.¹⁰ Ottewell had delivered 100 of the lectures and had "travelled approximately 15,000 miles by car and train and several hundred with horses."¹¹

Citing the need for financial stringency, the senate stopped all extension lectures in January, 1916, with the exception of those made in conjunction with the Red Cross and the Patriotic Fund.¹² The Fund was a national voluntary organization which arranged lectures on the war to provide an income supplement for the wives of enlisted men. It operated between 1914 and 1919. At the request of the Honorary Secretary of the Patriotic Fund, Sir Herbert Ames, the University was asked to organize a Speaker's Patriotic League on behalf of the Fund and undertake the work in rural Alberta for the organization.¹³

Prior to the Senate decision, there had occurred a steady growth in the lecture work. Attendance exceeded 25,000 despite the fact that only 41 of the 232 lectures followed the January decision. Almost all of the lectures were delivered by Ottewell and Hosford, still an undergraduate. The only faculty members delivering more than a single lecture were Kerr, Alexander and Lehman.¹⁴ The lack of participation by the faculty may be attributed to a steady decline in their number. By July, 1916, over a third had enlisted in the armed forces or were engaged in research in support of the war effort. This development placed increased demands upon the remaining faculty members, in particular the more senior personnel, who had been largely responsible for the extension lectures.

In the 1916-17 session, the number of lectures and total attendance declined by half.¹⁵ Lecture work was

almost entirely confined to promoting the work of the Patriotic Fund and the Red Cross in rural areas. All of the 130 lectures were delivered by Ottewell with over 100 on "The First Year of the War", illustrated by lantern slides. However, he had less time to devote to lectures following his assumption of the work of the St. John's Ambulance Association in October, 1916.¹⁶ Supplies for the Association were provided by the federal government. With these, Ottewell organized classes in first aid, nursing, hygiene, and sanitation. Over the next twenty-one months, 60 classes were held in 16 centres, leading to the certification of 855 persons. An additional number of classes were given in home nursing and first aid in 14 locations in the province.¹⁷ With Ottewell's departure in 1917, the lectures ceased.

Correspondence Work

In November, 1914, the Senate discussed the possibility of introducing correspondence work.¹⁸ Requests for correspondence courses had been continuously made to the University from its inception. The Faculty Council had passed a resolution in April favoring such a move on the condition that correspondence work not be counted for credit towards a degree.¹⁹ Tory supported the idea of correspondence education but had not decided "whether it should take the form of credit or non-credit work". Ottewell indicated that both forms should receive serious consideration in the near future but it was impossible to consider undertaking work of this nature due to the lack

of adequate accommodation, the need for more staff (despite the increase), and the difficulty already faced by the Department in servicing its existing programs. He noted that there was an urgent need for increased appropriations for the library service and pointed also to the enormous demand for short plays and the impossibility of meeting this demand without a further increase in funds.²⁰

The Senate decided to re-consider correspondence work at a later date. It was not until 1923 that non-credit correspondence programs were introduced. A correspondence component to be taken prior to the summer was introduced in 1926. However, the University was not to offer credit correspondence courses largely because this service was provided by Queen's University.

The Library Division

In the fall of 1914 the Library Division expanded to include an open-shelf service consisting solely of non-fiction books on such matters as science, social science, education, agriculture, rural life problems and plays suitable for amateur theatrical productions. The service was intended primarily for individuals, although a few groups are referred to in the Department's annual reports between 1914 and 1919. They include a citizens' group representing the mining community of the Crow's Nest Pass, the Macleod Fortnightly Club and various United Farmers of Alberta locals which apparently made extensive use of this service.²¹

In 1916, study guides for open-shelf literature were prepared on ten subjects: Canada, Child Problems, Home

Economics, Tennyson, Rural Problems, Immigration and the Immigrant, and four dealing with history and travel. These were used by some 20 organizations, of which two-thirds were Women's Institutes and United Farm Women of Alberta locals. The study outlines were intended for use by groups but, in the 1918-19 session, the Department allowed individual applicants to use them. The Department's annual report indicated that 16 individuals were using the study outlines and that plans were being made for a considerable expansion of this phase of the work.²²

The number of borrowers increased from 9,000 in the 1914-15 session to slightly over 18,000 in the 1915-16 session, a figure which was maintained over the next three sessions.²³ This growth was abetted by the fact that it could be controlled from campus. Given the exigencies faced by the Department, this was an important factor by the spring of 1917. In April, Ottewell reported to Senate:

Unless in the near future some new department such as correspondence study is opened the tendency of the Department's programs is likely to continue and as time goes on the lines of work which can be largely directed from the office will take precedence over all others.²⁴

Ottewell also viewed the service as a means of offsetting the curtailment of extension lectures.²⁵ The result was not only the continuation of the service but also its improvement and expansion. The Department's budget allocation for book purchases doubled in the 1917-18 and 1918-1919 sessions. By 1919, the value of the library holdings had increased to almost \$10,000.²⁶

Library development was not a high priority of the Liberal government.²⁷ In 1907, it had passed a Public Libraries Act which provided for the organization of public libraries and the formation of boards for this purpose. However, the Act stipulated that municipalities could not levy more than one mill per taxpayer for library maintenance. In addition, the maximum government grant for book purchases was only \$300. Consequently, library development in the province was slow, a condition which was to last until 1956. While five public libraries were established in the province between 1913 and 1919, all were located in urban centres. The travelling library service remained the only public library service in rural Alberta.

The Division of Visual Instruction

In November, 1914, Ottewell reported to Senate a development which would subsequently lead to the establishment of a fifth division in the Department, the Division of Visual Instruction. A collection of lantern slides had been donated to the Department in July by a London, England firm, the T. Newton Company. The slides numbered over a thousand and dealt with the war in Europe. Already they were in continuous use both as an accompaniment to lectures and by organizations which obtained them through the travelling library service. Ottewell stated that "this is proving one of the most popular departures made in connection with the work of the Extension Department. The opportunity for visual instruction

appears to be almost unlimited and should be vigorously taken advantage of".²⁸

The lantern slide collection was augmented by the purchase of 37 additional sets of slides in the spring. This was made possible through the purchase of the slide collection and six lanterns owned by the Alberta Methodist Lantern and Slide Association.²⁹ This Association had been formed in the fall of 1912 at the initiative of Dr. Edgar Allin, an Edmonton physician. Allin supplied most of the funds for the collection but the project was attended by financial difficulty, until alleviated by the Department's purchase. In each of the following three sessions, additional slides were bought. The subject matter of the slide sets included astronomy, anthropology, art, history, geology, pre-history, the Canadian Army, the life of Christ and the Passion Play.

The provision of visual instruction was considerably enhanced by the establishment of a film library in 1917. Ottewell indicated in a letter to Tory in January that he had been contemplating for some time a moving picture circuit for villages and rural areas. Furthermore, he informed Tory that during a visit to Toronto in December, he had met with Mr. Carlyle, the general manager of the Goodyear Tire and Rubber Company. According to Ottewell, Carlyle was impressed with the work of the Department and had offered a grant of \$4,000 in support of visual instruction and the establishment of a film library. Ottewell considered this amount sufficient for the nucleus of a

film library and had already chosen 100 films for the collection. He suggested that in deference to the Goodyear Company the service be termed the 'Winged-Foot Travelling Library of Motion Pictures Films and Lantern slides', the winged-foot being the Company's logo. This was later modified to a less cumbersome 'Wingfoot Travelling Library of Slides and Films'.³⁰

Ottewell entered into an agreement with Pathé Frères, the French film production and distribution company, for the purchase of 150 films and contracted to serve as the sole supplier of the firm's movie projectors in the province.³¹ As a consequence, the Department had a virtual monopoly of the equipment needed for non-theatrical film projection. Ottewell's purpose was to sell the machines at \$175 each and then supply film on a rental basis. In the 1917-18 session, 15 pathescopes were purchased through the Department and 18 in the following session.³²

In 1915, Pathé developed a slow-burning 28mm cellulose acetate film. The company also manufactured a new projector to handle this film. Prior to 1915, movie film was made on nitrate of cellulose which, according to C.W. Gray, "was almost a first cousin to nitroglycerine".³³ Since the use of film was accompanied by considerable risk, fire regulations in Canada prohibited use outside of commercial theatres. In Alberta, there were commercial theatres only in Edmonton, Calgary and Lethbridge.³⁴ Few Albertans outside these centres had the opportunity to view films. The Pathé film made viewing possible in school classrooms,

community centres and church buildings.

By the end of the First World War, American production and distribution companies had effectively gained control over the film industry in Canada and the film industry was dominated by the commercial cinema.³⁵ However, the commercial cinema has been cited by Gray as having prompted the success of non-theatrical or educational films by contributing to the universal acceptance of the motion picture as entertainment and education.³⁶ The opening by Pathé of a film processing plant in New Jersey in 1917 made possible the distribution and viewing of non-theatrical films in North America.³⁷ The excitement and intrigue of early films and the Pathé discovery set the stage for Canada's first large-scale attempt at adult education through the use of film.

In the 1917-18 session, 150 films had been acquired and were available for rental. The balance of the ordered films and additional purchases brought the number of films in the library in the 1918-19 session to 174. These were all single-reel films and were grouped in sets of five or six. Fees were set at 50¢ a reel for schools and \$1 per reel for other groups. The films were all French with English titles and sub-titles. They dealt with travel, different customs and cultures, hunting, industries such as agriculture and forestry, popular science, natural history, military sports and war sciences, literature, fiction and humour in the form of cartoons and short comedies.³⁸ Over the two sessions, 302 sets of films were exhibited 622

times to an aggregate attendance of 13,000 in the 1917-18 session and 14,000 in the following session.³⁹

Agricultural Extension

Three initiatives were taken jointly by the Department of Extension and the Faculty of Agriculture. The Department arranged for exhibits of farm implements, soil samples and crop improvement techniques at the annual conventions of the United Farmers of Alberta and the United Farm Women of Alberta, beginning in 1917. Together with the Faculty of Agriculture and the University's affiliated theological colleges, the Department also convened a Conference on Rural Leadership in August, 1916. This was a five-day conference for clergymen and representatives of farmers' organizations. The event was a success with 100 registered delegates. The conference was repeated the following year, but with only 51 delegates; the Department decided to discontinue the event until the conditions caused by the war had altered.⁴⁰

A third initiative, taken after the conclusion of the war, again arranged by the Department and the Faculty of Agriculture, was a Conference of Young People from Farming Communities.⁴¹ The Conference was organized at the request of the Executive Committee of the United Farm Women of Alberta which covered the costs involved. It was intended for persons aged 16 to 24. The first Conference was held on the University grounds on June 23-28, 1919. The 105 delegates were introduced to an agenda that included

lectures on citizenship, English literature, nature study, field husbandry, stock feeding and judging, folk dancing and group singing. The Conference has since become an annual feature at the University.

* * * * *

In Gaetz' report to Senate in June, 1919, he stated that its members "insufficiently appreciated [this] side of the University's activity." The Department had found a receptive population in rural Alberta. According to Gaetz, the library and slide/film services, which accounted for 90 per cent of the 100,000 people reached during the year, were an important source of education and entertainment in the province.

Our library services bring intellectual stimulation to hundreds who without them would stagnate. Our visual instruction services carry to scores of communities a means of profitable entertainment which relieves the lives of isolated people from much weariness and monotony. I am not overstating when I say that in many outlying communities the simple display of a set of lantern slides is an event more impressive than would be the presentation of the finest opera to the citizens of Edmonton, and a pathoscope evening is to them a rare delight.⁴²

A fiftieth anniversary publication of the Faculty of Agriculture states that "the need for agricultural extension was probably the main force behind the founding of the Department of Extension."⁴³ Also, Macdonald cites, in The History of the University of Alberta, the two main objects of the Department: to make available to farmers of the province the results of agricultural science; and to foster public interest and good will.⁴⁴

From its inception, the Department had been in receipt of numerous inquiries among which were questions pertaining to agriculture. Presumably, Ottewell was able to answer these on the basis of his own experience as a farmer and with the aid of the University's reference materials and Professor Lehman, a graduate of the Ontario Agricultural College.^{4 5} With the establishment of the Faculty of Agriculture in 1915, the University became more readily capable of responding to the problems of the farming community in the form of inquiries made to it. These were channeled through the Department of Extension, the University's most visible resource.

The stress on agricultural extension either as a motivating force for the establishment of the Department or as a major objective of the Department is essentially inaccurate. The role of the Faculty of Agriculture in extension work would increase in succeeding years but it was not a major element during this period. It was not agricultural extension but extension in an agricultural community that characterized the Department's work. The Department did, as Macdonald states, foster public interest and good will. Yet its motivating force was Tory's vision of a university relating "as closely as possible to the life of the people" and Tory's determination to ensure the primacy and ascendancy of the University in the province. Its architect was Ottewell, an energetic man who successfully implemented an extension program innovative in Canadian higher education, based on

the Wisconsin model, and suitable for Alberta. Its beneficiaries were thousands of Albertans to whom the department carried "its ideals of refinement and culture into their homes."

FOOTNOTES FOR CHAPTER IV

1. Johns, op.cit., p.49.
2. Annual Reports, 1915 to 1917.
3. Min. Board Gov., 9 October, 1914.
4. Statements of Revenue and Expenditure, 1917 and 1918.
5. Min. Board Gov., 9 October, 1914.
6. Sen. Min., 21 January, 1916.
7. Annual Reports, 1916 and 1917.
8. Annual Reports, 1915 to 1919.
9. Annual Reports, 1916 to 1918.
10. Annual Report, 30 June, 1915.
11. Ottewell to Tory, 30 April, 1915.
12. Sen. Min., 21 January, 1916.
13. Sir Herbert Ames to Tory, 13 January, 1915.
14. Annual Report, 30 June, 1916.
15. Annual Report, 30 June, 1917.
16. Annual Reports, 30 June, 1916 and 30 June, 1917.
The Association was housed in the Department of Extension until December, 1931 when it was transferred to the office of Mr. E.C. Pardee, who had been the Chairman of the Board from 1910 to 1917. Refer Annual Report, 31 March, 1932.
17. Annual Reports, 1917 to 1919.

18. Sen.Min., 27 November, 1914.
19. Min.Fac.Coun., 20 April, 1914.
20. Sen.Min., 27 November, 1914.
21. Annual Reports, 1915 to 1919.
22. Ibid.
23. Ibid.
24. Sen. Min., 27 April, 1917.
25. Annual Report, 30 June, 1917.
26. Statements of Revenue and Expenditure, 1918 to 1919.
27. Commission of Inquiry, American Library Association, J. Ridington, Chairman, Libraries in Canada: A Study of Library Conditions and Needs. (Chicago : American Library Association and Toronto: Ryerson Press, 1933). See also, Beard, J.R., Canadian Provincial Libraries. (Ottawa: Canadian Library Association, 1967).
28. Sen. Min., 27 November, 1914.
29. Brown, H.P., "Magic Lanterns and Slides", The New Trail. 10, 1 (Spring, 1952), p.17.
30. A.E. Ottewell to Tory, 24 January, 1917.
31. President's Report to the Board of Governors, 31 December, 1917.
32. Annual Reports, 30 June, 1918 and 30 June, 1919.
33. Gray, C.W., Movies for the People: The Story of the National Film Board's Unique Distribution System. (Ottawa: National Film Board, 1973), p.11.

34. See, Canada, Department of Labour, Investigation into the Alleged Combine in the Motion Picture Industry in Canada. (Ottawa: King's Printer, 1931).
35. Kidd, J.R., "Films", in Mass Media in Canada, ed. J.A. Irving (Toronto: McGraw-Hill Ryerson, 1962), p.59. Massey Ferguson, the railways and the Canadian Government's motion picture bureau in the Department of Trade and Commerce were making films at this time. They were silent, generally black and white, 16mm films and were subject to the same fire hazard as the 35mm film.
36. Gray, op.cit., p.29 ff.
37. Lahue, K., Bound and Gagged: The Story of the Silent Serials. (New York: A.S. Barnes and Co., 1968), p.57 ff.
38. List in Department of Extension Files, 1918. University of Alberta Archives.
39. Annual Reports, 30 June, 1918 and 30 June, 1919.
40. Annual Reports, 1917 to 1919.
41. Annual Report, 30 June, 1919.
42. Ibid.
43. University of Alberta, Faculty of Agriculture, Fiftieth Anniversary Committee, Agriculture Bulletin. (Edmonton: University of Alberta, Faculty of Agriculture, 1965), p.32.
44. Macdonald, J., The History of the University of Alberta, 1908-1958. (Toronto: Gage, 1958), p.14.
45. Prior to the establishment of the Faculty of Agriculture, Lehman taught soils in the first year Chemistry course.

CHAPTER V

BRINGING THE UNIVERSITY TO THE PEOPLE, 1919-1928

The last nine years of Tory's tenure constituted a period of overall growth and maturation, characterized first by expansion until 1923, then consolidation. Between 1919 and 1928, the teaching staff increased by almost 90 per cent and the student body tripled. A summer school offering credit courses for practising teachers was instituted under the auspices of the Faculty of Arts and Science in 1919. The construction of a medical building began in 1921 and, by 1923, complete medical training was provided. A School of Nursing opened in 1924. Applied Science became a Faculty in 1921, as did Law in 1924. The Department of Dentistry became a School in 1921, Household Economics and Accountancy in 1928.

An increase in the Department's budget in 1920 resulted in the considerable expansion of extension work, most of which was conducted within the framework already established by Ottewell. There were no major innovations until 1923 when the Department introduced non-credit correspondence courses. In the following year, Ottewell organized a radio lecture series as a means of expanding the lecture program. The correspondence courses were not highly successful but, by 1928, radio work had become a conspicuous feature of extension

education at the University. The period was also characterized by the development of the institution's capacity to conduct research, particularly agricultural research. Through the dissemination of agricultural research reports, lectures on agricultural topics and radio work, the Department engaged increasingly in vocational as well as social and cultural education.

Management, Funding and Staffing

In his report to Senate in July, 1919, Gaetz stated that the possibilities of extension work had not yet been "sounded".¹ The University was faced with a growing demand which could be met only through vastly improved funding.

In July, Tory and Ottewell returned from overseas. A month later, Ottewell informed Tory that a supplemental grant of at least \$1,000 was required to restore the Department's programs.² Tory's request for this amount was approved by the Board of Governors in September.³ A month later, the Board also approved the hiring of Donald Ewing Cameron, a Presbyterian Minister, as the Assistant Director of the Department.⁴

In October, Ottewell informed the Senate Committee on University Extension, at its first meeting since its inception in 1914, that he had initiated a revision of the debate material, re-organized the High School Debating League and resumed giving public lectures.⁵ The Committee "endorsed this action". It decided to revive the press

bulletins and agreed to a proposal by Ottewell to establish a lantern slide-making laboratory which could furnish slides for various University departments. The Committee also approved a recommendation by Ottewell that a greater number of lectures be provided in the cities and that a person be hired to work with a 'foreign colony' north of Edmonton provided there was sufficient funding.

With the restoration of the Department's programs, an increase in funding was required. In January, 1920, the Board increased the budget allocation from \$9,400 to over \$21,000 "in recognition of the excellent work by the Department".⁶ In October, the Board raised this amount by \$4,000 for the 1921 fiscal year.⁷ Following the meeting, the Board Chairman, Chief Justice Harvey, addressed the Senate on extension work. He stated that in light of the expanding activity of the Department it had "the sympathy of the Board of Governors and would receive all possible assistance".⁸ The Board supported extension work throughout Tory's tenure. Over the next eight years, the Department's annual budget was to range from \$36,500 to \$44,300.⁹

The restoration of the Department's programs in the fall of 1919 had not been brought to the immediate attention of Senate. Nor was extension work discussed following Harvey's address. The Senate was rarely a forum for substantive discussion of extension policy or programs since the work of the Department largely precluded faculty participation. This situation was confirmed in

March, 1920, when the Senate Committee on University Extension, citing the amount of intramural instruction required of the teaching staff due to the number of returned soldiers, decided temporarily not to engage in lecture work.¹⁰ Apart from radio work, the extension lectures were to be provided almost exclusively by Department staff which included in 1921 an Extension Lecturer in Political Economy and by 1925 an Extension Lecturer in Agriculture. Reflecting the role of the faculty in extension work, the Senate approved, in May, 1921, a motion submitted by Tory and drafted by Ottewell that the Senate Committee on University Extension be dispensed with and a new one formed consisting only of the Extension Director, the President and other members of the Department deemed advisable by the President and the Extension Director.¹¹ In a December report to Senate, Ottewell wrote that the Department "has been placed on an independent basis, being responsible to the President ..."¹² Henceforth, the Committee would be composed solely of the President, the Extension Director and staff members (or former members) of the Department.

With the general increase in funding in the post-war era, the staff complement increased. In the spring of 1920, H.P. Brown joined the Department on a full-time basis. A Methodist minister, Brown had been a founding member of the Alberta Methodist Lantern and Slide Asso

served the Department in a volunteer capacity during the period in which Ottewell was with

khaki College.¹³ Brown was to supervise the Division of Visual Instruction until his retirement in 1952. In the fall of 1920, Edward Annand Corbett was appointed Extension Secretary. A graduate of McGill, Corbett had served as a student preacher in Alberta mission fields and as an education officer in Khaki College before being invited by Tory to join the Department.¹⁴ Corbett became Assistant Director in 1921 when Cameron was appointed University librarian. He served the Department for sixteen years, the latter half as Director. In 1936, Corbett resigned for the purpose of organizing a national adult education association.

In 1920, the staff complement consisted of nineteen persons: the Visual Instruction Division consisted of H.P. Brown, a clerk, a laboratory assistant and a stenographer; the Travelling Library Service employed Jessie Montgomery, an assistant librarian, Mrs. R.M. Chiverton, and four stenographers; overall management and supervision of the Lecture Division, the Press Bulletins and Periodic Publications and the High School Debating League was entrusted to Ottewell, Corbett, Cameron and six stenographers. The full-time staff complement remained relatively constant between 1920 and 1928. An additional four or five part-time persons were employed, their numbers varying according to the time of the year.

Concomitant with the increase in staff was a rise in the number of persons using the Department's services. By 1920, almost 140,000 persons were being reached by the

Department.¹⁵ By 1923, this figure was close to 200,000 and two years later, it had risen to 400,000, a figure which remained relatively constant until 1928.¹⁶

The major constraint to the scope of the Department's work was funding. The Department was dependent upon the size of the government grant received by the University. This had risen from \$363,000 in 1920 to \$475,000 in 1922.¹⁷ A reduction of \$40,000 in 1923 and a further reduction of \$60,000 in 1924 resulted in a period of financial stringency covering the last five years of Tory's tenure.

The funding reduction can be traced to a minor depression in the province beginning in 1921. The Depression coincided with a change of government and a period of farmer political activism. The election in June, 1921, resulted in a resounding victory for the United Farmers of Alberta as they propelled 38 candidates into control of the 61-seat Legislative Assembly. The U.F.A. platform had called for strict control over government expenditures. The farmer government was also saddled with considerable debt due to massive public works projects undertaken by the Liberal government. These factors, together with the continuance of the depression, led to a general reduction in expenditures for all government departments by 1924.¹⁸

Despite a special representation to the government by Tory for an increase of \$10,000 in the Department's vote for 1924, its allocation was reduced by close to \$8,000.¹⁹ In October, 1924, Tory stated that because of the curtailment of the grant, "every branch of the University service is being cut down to the minimum."²⁰

The reduction in the Department's grant was offset to a degree by a continuing increase in the revenue generated by the sale and rental of slide/film equipment which accounted for roughly a third of the overall budget between 1924 and 1928. Moreover, the general increase in funds in the immediate post-war era provided an improved financial base upon which to cushion the reduction.

Nevertheless the financial situation did have an effect on the Department. It stopped the purchase of slides and films in 1922 and of library books in 1926. The first of these actions was rather fortuitous because of a change in film technology in the early 1930s which made the collection largely obsolete. However, the Library Division suffered severely from this decision and, by 1933, much of its collection was in a tattered state. The High School Debating League ceased operating in 1926, although not entirely for economic reasons. A film circuit scheme in the Division of Visual Instruction was also cancelled in 1926. On the other hand, the coming to power of the United Farmers of Alberta government coupled with the minor depression provided the impetus for an expanded agricultural extension program.

In June, 1926, Ottewell reported that "the work itself and the prestige of the Department of Extension and the University must suffer severely"²¹ without an increase in funds. By the end of the year, however, the financial situation altered, reflecting improved economic conditions in the province. Neither the work

nor the prestige of the institution had been severely damaged. Moreover, with the return of prosperity, the University was able to place its radio extension program on a sound footing by constructing a radio broadcasting station.

The Division of Visual Instruction

Attendance at slide presentations doubled over the nine year period from approximately 120,000 to over 230,000. The growth rate in the use of films was even more dramatic as the number of borrowers increased from an annual figure of roughly 20,000 to over 105,000 persons. In 1921, the number of borrowers represented 24 per cent of the province' population of 588,454.²² In June, 1924, Ottewell stated that the service exceeded the ratio of circulation in some American states and that, perhaps, a maximum had been reached.²³ This was evidently not the case since this figure had risen to 52 per cent by 1926.

The growth in the work of this Division was due to a number of factors. The slides and films were entertaining and well-received particularly by rural groups among which were a substantial number of United Farmers of Alberta and United Farm Women of Alberta locals. Secondly, the inclusion in the collection of cartoons and comedies for children and juveniles encouraged family viewing. An evening of films and/or slides was a community event suitable for all ages. Thirdly, by renting slide projectors or purchasing film projectors

from the Department, borrowers were spared the additional cost of having a staff member from the Department present at the slide/film shows.

The Department established an equipment 'service station' in 1921 which maintained and repaired projection equipment on a commercial basis for all organizations using such equipment for educational purposes.²⁴ The Department also began making slides for the improvement of its collection and for use by University departments. This service expanded in 1926 to become a Photographic Services Branch which developed slides and photographs on such topics as Injurious Insects and Birds of Alberta for various government departments and the normal schools.²⁵

In the spring of 1923, the Department inaugurated a film circuit scheme for church groups and secondary school students. The church circuit operated for three years and the high school circuit for one. In 1925, the church circuit involved roughly 15,000 persons in 73 communities and the high school circuit approximately 20,000 students in 94 schools.²⁶ The circuits required a staff member in the field for up to five months and with the budget reduction, this became no longer feasible.²⁷ Nevertheless, this venture was the first use of educational films in circuit format and predated the National Film Board's efforts by almost two decades.

The Library Division

The development of the library service was given a high priority by the Board of Governors. On May 27, 1919,

the Board passed a resolution allowing appropriations for films to be used to develop the library service.²⁸ This was followed by a Board decision on June 26, 1919, to set aside \$2,000 of the Department's annual budget for book purchases in order to cover annual depreciation of the collection.²⁹ This resolution remained in effect until the summer of 1926. As a consequence of these rulings, the library was provided not only with a fixed sum but also funds diverted from the slide/film service. Annual book purchases brought the total library holdings to 10,000 books in 1922 and to 19,000 by 1926. This latter figure compared very favourably with the 29,000 volumes in the University library.

From 1920 to 1923, the number of borrowers increased from slightly over 17,000 to almost 33,000. By 1923, the regular library service accounted for roughly 80 per cent of the total circulation. Ottewell described its growth as unprecedented.³⁰ He also drew attention to "a steady increase in books of a more serious nature from the open shelf collection", a trend which was to continue. By 1927, the open-shelf library had become the dominant service. However, the increase in the circulation of non-fiction books was offset by a substantial decline in the circulation of fiction books beginning in 1924. Consequently, the annual rate of growth in book circulation was halted and between 1924 and 1928 circulation figures ranged from 28,000 to 33,000.³¹

One reason for the decline of the regular library service was the establishment of four public libraries

during the period which brought the total number to thirteen.³² These were all located in urban centres and together with those already established, provided access to roughly three-quarters of the province's urban population. According to Ottewell, city borrowers tended to read more fiction than non-fiction, while the reverse held true for rural readers.³³

The decline in the circulation of fiction books corresponded with a reduction in the number of community organizations and U.F.A. and U.F.W.A. locals using the service. In 1922, over 150 community organizations and 150 U.F.A. and U.F.W.A. locals borrowed from the regular library service. In the following year these figures declined to 130 and 75 and, by 1928, to 50 and 60.³⁴ Membership in U.F.A. and U.F.W.A. locals had declined substantially from 41,000 in 1921 to only 15,000 by 1925 as a general disenchantment with government administration and the trend to new loyalties with pool marketing agencies drained the United Farmers of Alberta of its traditional basis of support.³⁵ Coupled with this was the growing interest in films, the advent of radio and improvements in transportation systems in the province. The effect of the latter two was a lessening of the isolation of rural communities and the opening of entertainment possibilities for those residing in rural areas.

Ottewell had described provincial library services in 1922 as "not in the most satisfactory condition".³⁶ Four years later, Alexander Calhoun, the librarian of the Calgary Public Library, described library conditions

that he had "never been able to arouse the slightest interest" in the Department of Education regarding library development.³⁷ Calhoun indicated that the Calgary and Edmonton Public Libraries offered a limited mail service to rural dwellers but that the major initiative was provided by the University's Extension Department. However, he stated, "all this merely scratches the surface of this great undeveloped library field."³⁸ The Extension Library remained the pre-eminent service in rural areas.

Press Bulletins and Publications

Following the Senate Committee meeting in October, 1919, the Department resumed the publication and distribution of press bulletins. Annual production ranged from a high of 25 in 1921-22 to a low of 5 in 1927-28 with some considerable variation in the intervening years.³⁹ The Department maintained a mailing list and, with the inclusion of each graduating class, the numbers in receipt of the press bulletins increased to 3,600 by 1928. The Department also responded to individual requests for information. The demand for press bulletins was such that by 1926, according to Ottewell, "supplementary editions from 500 to 1,000 in number have had to be printed to meet the call."⁴⁰

The content of the press bulletin varied but was of a more substantive nature than previously. Many were prepared by the Department staff and dealt with the same issues as the packaged debate material. Examples are: "Nursing as an Education", "The League of Nations",

"The Canadian Railway Problem" and "The Value of the Classics". Other bulletins were informative of developments at the University and its services and resources. Among these were "A Review of University Extension Work" by Ottewell, "Hospital Management" and "The University Hospital in Relation to Public Service" by Dr. D.M. McGibbon of the Economics Department, "Education Research" by Dr. M.E. LaZerte of the Philosophy Department, and "On the Study of History" by Professor A.L. Burt.

Extension Lectures and Tutorial Classes

The public lectures, intended primarily for rural audiences, were provided generally by Ottewell and Corbett. Both were accomplished speakers and, according to Brown, were enthusiastic and particularly suited to the broad type of extension services then given.⁴¹ Ottewell lectured on such topics as "Early Races of Men", "Early Explorers of North America" and "The Canadian Immigration Situation". Corbett's forte was English Literature and Canadian and Western Canadian History. Ottewell's lectures were invariably preceded by community singing and Corbett's by poetry reading. A slide or film presentation followed the lecture. This was the predominant pattern - information and entertainment in rural areas.

In September, 1925, J.W. McAllister, a graduate in Agriculture of the University, was appointed the Department's first Agricultural Secretary.⁴² McAllister lectured on agricultural topics to rural groups and prepared for secondary schools materials such as botanical mounts of grains and grasses to accompany lantern slides on agri-

cultural subjects. With his appointment, a third of the Department's lecture program focused on agricultural development.

Between 1919 and 1923 the number of lectures doubled from roughly 200 to close to 400 and attendance increased from 20,000 to over 45,000. The number of lectures and attendance fluctuated thereafter according to the availability of Corbett and Ottewell. When in the 1924-25 session Ottewell was engaged in the organization of a film lecture circuit, the number of lectures declined to 325 and attendance to roughly 31,000. With McAllister's appointment, the number of lectures increased to almost 500 and attendance to over 55,000 in the 1925-26 session. In the next two sessions, these figures declined by a fourth due to the absence of Corbett who was asked by officials of the Red Cross Association to take leave from the University in order to reorganize it. With the approval of the Executive Committee of the Board, Corbett was employed by the Association in 1927.⁴³

Ottewell's attempt in 1919 to hire an agent to work with immigrant (Ruthenian) communities north of Edmonton did not receive the support of the Executive Committee of the Board.⁴⁴ The scheme which Ottewell proposed included the establishment of community centres and an additional purchase of slides and films. Presumably, the annual cost involved, estimated by Ottewell at \$3,500, was too high.⁴⁵ The Department's subsequent actions in relation to these communities did not differ from those

in other Albertan communities. They took the form of lectures accompanied by slides and films. However, these seemed to suffice. Ottewell reported to Tory in the following year that eight school teachers representing the Ruthenian community had written to him indicating that the program was "enjoyable, instructive and entertaining and of importance in districts where the majority of people and especially the women and children had never seen anything outside their particular community".⁴⁶

The Department's initial effort to provide lectures in the cities was a series of six lectures in the fall of 1920 by Dr. D. McGibbon of the Department of Economics. The series was provided through an arrangement with the Calgary Trades and Labour Council. In June, 1921, Ottewell described the series as "well attended and warmly appreciated" and stated that an additional course was planned for the fall.⁴⁷ In October, McGibbon repeated the series and Ottewell reported that, with an attendance of 150, plans were being made to intensify work of this nature.⁴⁸

While McGibbon's work was promising and in accordance with Ottewell's proposal to increase the number of lectures in the cities, the University was subject to pressure exerted by the Alberta Federation of Labour, and Alexander Ross, its principal agent, to intensify the lecture program for workingmen other than farmers. Ross, a member of the Legislature in 1920, was one of only four successful Labour candidates in the 1921 provincial election. As the Labour Party's representative, Ross became the Minister

of public Works in the Greenfield U.F.A. government. He had secured from Tory in the fall of 1920 an agreement that an expanded lecture program would be established in conjunction with Trades and Labour Councils.⁴⁹ Ross had been instrumental in organizing a committee of the Calgary Trades and Labour Council to facilitate McGibbon's lecture series. He described the series as excellent and suggested to Tory that additional lecture topics should include science, literature, philosophy and the government of Alberta.⁵⁰

The call for greater attention to workers' education was also made by W. Smitten, the Secretary-Treasurer of the Alberta Federation of Labour.⁵¹ At the Party's Convention of January, 1921, the delegates expressed appreciation of the McGibbon lectures in Calgary and requested that the University extend these to other centres. Smitten informed Tory that representation had been made to the government by the AFL and that the government "had indicated its support" for increased efforts by the University in this field.

While there is no evidence to suggest that Tory was approached by the government, Smitten's assertion is plausible. Firstly, labour-farmer co-operation was a feature of Alberta politics throughout the 1920s. Early in the development of the U.F.A., farmers generally rejected joint farmer-labour initiatives. But, by 1920, the leader of the U.F.A., Henry Wise Wood, had successfully capitalized on the belief that both farmers and labourers were producers who were being exploited by

eastern financial interests and by the existing competitive order.⁵² The result was political co-operation, labour representation in the cabinet and the passing of a substantial amount of legislation favourable to labour by the U.F.A.

Secondly, the University appointed to work with Trades and Labour Councils Harold S. Patton, a graduate of Toronto and Harvard, as the Department's Extension Lecturer in Political Economy in September, 1921.⁵³ In conjunction with the Edmonton and Calgary Trades and Labour Councils, Patton organized tutorial classes in "Economic Principles and Institutions" consisting of 20 Thursday evening classes in Edmonton and 19 Saturday night classes in Calgary. Patton described the tutorial classes as "systematic and employing a method of continuous lecture with running questions followed by discussion".⁵⁴

Members of the tutorial classes consisted entirely of school teachers and trade unionists, with the former predominating in Edmonton and the latter in Calgary. Registration reached 80 in Calgary and 40 in Edmonton, with the average attendance of 12 and 10 respectively. In assessing the series, Patton stated that they did not maintain strong popular appeal throughout their duration. However, the sustained interest shown by roughly 15 members in each city "justified a continuance in the interest of worker education". He suggested the possibility of organizing correspondence courses and

changing the format to two 8- to 10-week courses.⁵⁵

The tutorial classes were offered again in the 1922-23 session. Patton lectured on such topics as "Government and Modern Democracies" and "Aspects of Canadian Public Finance". The format remained unaltered. Registration fell to 17 in Calgary and 35 in Edmonton, with attendance ranging from 8 to 20.⁵⁶ A further drop in registrants in the 1923-24 session resulted in the cancellation of the Calgary class and a reduction of the Edmonton lectures to five.⁵⁷

Contributing to the decline in the tutorial classes was the introduction of a fee of \$1 in the fall of 1922. This charge, according to J.E. Young, Secretary of the Calgary Trades and Labour Council, was based upon "a wrong principle".⁵⁸ Young argued that the purpose of the Extension Department was to bring the facilities of the institution to those unable to attend it. He asked that the decision be rescinded. President Tory responded that the Edmonton Trades and Labour Council had not objected to the fee and that he thought a small emolument reasonable.⁵⁹ Moreover, he wrote, every organization in the province, including U.F.A. and U.F.W.A. locals, paid fees for extension lectures.

The tutorial classes were discontinued following the 1923-24 session. In addition to the fee and a worsening economic climate, the province lacked a strong urban-based workers' education movement with which the Department might associate in a fashion similar to Toronto's work with the W.E.A. Furthermore, there occurred at this time an

increasing perception by Labour that the Trades and Labour Councils in Alberta were less concerned with the interests of workingmen and more with business promotion. Corbett cites a rapid decline in Council membership once this had become apparent.⁶⁰

Patton also provided (between 1921 and 1924),⁶¹ various lecture series on such topics as "Alberta's Underground Wealth", "The St. Lawrence Waterway Project", and "Making Education More Effective" to Boards of Trade and such organizations as Kiwanas and Rotary Clubs and the Calgary High School Teachers' Alliance. Occasional lecture series were provided by members of the Department staff and by Professor Burt of the History Department to the I.O.D.E. and the Y.M.C.A. in Edmonton beginning in 1922. However, the only course of lectures continuously offered over a period of time was one for the Y.W.C.A. on "General History" which the Department provided from 1924 to 1928.⁶² The Department organized each year roughly three lecture series and approximately a dozen individual lectures.

In September, 1925, Patton resigned to accept a position in the Economics Department at the University of Cincinnati. The tutorial classes had failed and lecture work in the cities had not become a substantial feature of the Department's work. The hiring of McAllister as Patton's replacement reflected the reality that the Department's and the University's clientele was largely rural and that agricultural extension was of greater importance than workers' education.

Correspondence Courses and Summer Schools

In 1913, a Summer School for Teachers had been established at the University by the Provincial Department of Education which managed the program and assumed all costs.⁶³ University involvement in the Summer School was limited to providing the occasional instructor in agriculture and household science. Course fees covered the instructors' salaries. The role of the Department of Extension consisted solely of providing books, slides and films.

Matriculation- and university-level courses were introduced at the School in 1919.⁶⁴ The Department of Education had previously organized at the Institute of Technology and Art in Calgary a correspondence program and a summer school for teachers intending to take senior matriculation (Grade XII), then equivalent to first year standing at the University. In October 1917, the Minister of Education, J.R. Boyle, informed Acting President Kerr that arrangements were being made between the Dominion government and the Department of Education to provide the facilities of the Institute for returned soldiers.⁶⁵ Boyle asked that the University provide junior matriculation courses (Grade XI) and give instruction in first year subjects at the summer session. The Senate and the Board approved the introduction of four first-year courses - Latin, French, Physics and Mathematics. The successful completion of two summers' work was deemed equivalent to a year's intramural work in any of the subjects offered. Seventeen students enrolled in the

first school.

Summer schools at the University of Toronto and the other Western universities were established largely to provide academic and professional upgrading for practicing teachers following requests from provincial departments of education.⁶⁶ This was also the pattern in Alberta. Prompting Boyle's request was the government's inability to provide the requisite number of teachers to man the schools and to offer professional upgrading programs. In February 1918, Kerr reported to the General Faculty Council a shortfall of 1,000 teachers in the province.⁶⁷ According to the Alberta Teachers Alliance, each summer there was a mass exodus of teachers seeking degree level work in Eastern Canadian and American Universities.⁶⁸

In May 1921, Tory was informed by the Chief Inspector of Schools, D.S. MacKenzie, that the University of Toronto had established an "extramural department."⁶⁹ MacKenzie referred to the possibility of candidates completing a degree through correspondence work and attendance at summer sessions and that Toronto was to hold examinations in Calgary and Edmonton. Tory wrote to Falconer:

I understand there is a proposal to hold examinations in this Correspondence Department leading to a degree in Edmonton and Calgary. Now, I do not wish to appear to be complaining, but it seems to me that it is pursuing the matter of competition pretty far when your Correspondence Department enters into competition in our Province for degree students.⁷⁰

In response, Falconer wrote that he had no knowledge of an extramural department and that there was no such

department at the University of Toronto. Falconer was technically correct. An extension department had been established the previous year when W.J. Dunlop was appointed Director of University Extension and Publicity in July. However, the University of Toronto did not offer credit courses by correspondence as did Queen's. Correspondence work was employed in preparation for summer session credit courses. Falconer concluded, "We have no intention of course of interfering in any way with your constituency."⁷¹ Dunlop reiterated that correspondence work was merely a preparation for the summer session and that, despite many inquiries from Alberta teachers, the Department consistently responded to applicants in the following manner:

The University of Toronto is particularly anxious to avoid encroaching in any way on the Territory of any other Provincial University and so I would advise you to see what the University of Alberta can do for you before going any further into this matter.⁷²

Dunlop concluded that examinations would be held in Edmonton and Calgary in September.

Three weeks later, the Senate adopted a motion allowing summer coursework for the entire B.A. and B.Sc. degree under the direction of the Faculty of Arts and Science.⁷³ In October, the General Faculty Council endorsed a motion calling for the implementation of a summer session with winter correspondence work.⁷⁴ Under this scheme, attendance at the summer session was to be halved with students then being provided with syllabi and lists of books for winter

study. They were to write the regular University examinations in the spring. The Summer School program expanded in 1922 but it was not until 1926 that the latter scheme was introduced.

The most plausible explanation for the delay was Tory's reluctance to allow credit work to be undertaken by correspondence; such work ran counter to the essence of the degree - personal contact between the professor and student. Tory refused candidates applying for advanced standing who had completed one or two years work by correspondence at Queen's.⁷⁵ When announcing the Senate decision in 1925 to allow a correspondence component to Summer School work, he noted:

The University of Alberta has always been opposed to the conduct of what are commonly called 'extra-mural' courses in undergraduate work, believing it essential that personal contact should take place between professor and student and that discussions arising in the classrooms from these contacts were an essential of undergraduate study.

The University authorities have felt nevertheless with respect to teachers in active service, who are of maturer age and mind than the average undergraduate, that some concessions might be made in relation to the strict attendance requirements which the University always believed it wise to insist upon.⁷⁶

The whole question of summer school and correspondence work was to be examined by the National Conference of Canadian Universities beginning in 1927. The focus of concern was the question of standards. Delegates at the 1927 Conference addressed the question: "Is Summer School and Extra-mural work legitimate or are we cheapening education by introducing in Canada one or the other or both?" An interesting

feature of the Conference was the view expressed by Dean Matheson of Queen's University, an institution which had pioneered correspondence work, since it so paralleled Tory's. By 1927, Queen's had introduced a regulation requiring the candidate to be present during the winter or summer session for approximately half the courses for the degree. Of this development, Matheson stated:

The idea underlying the residence requirement is that qualification for the degree involves something of that intangible and undefined thing which comes from the atmosphere of a university and from contact with professors and students.⁷⁷

A subsequent study by Matheson was to show that the standard of summer work with or without a correspondence component was at least equal to that achieved during the regular session.⁷⁸ The conclusion reached at the 1927 Conference was that if standards were safeguarded, there were "both sentimental and educational reasons" for the retention and moderate expansion of summer and correspondence work since the majority of students enrolled were school teachers unable to attend on a full-time basis.⁷⁹

The introduction of summer school courses with a correspondence component at Alberta followed repeated representations by Calgary and Edmonton teachers for both correspondence and evening courses.⁸⁰ Formal resolutions to this effect were passed at the annual general meetings of the Alberta Teachers' Alliance which, through the A.T.A Magazine, consistently compared

Alberta in an unfavorable light with Queen's and other Eastern Canadian and American institutions. Moreover, the Minister of Education, Perrin Baker, stressed to Tory the need for introducing such courses.⁸¹

The Department's first non-credit correspondence course, entitled "Principles of Political Economy," was given by Patton in January, 1923. The course was open only to Albertans and was intended for trade unionists, businessmen and women and school teachers. The course fee of \$3 covered the cost of materials. With 125 students, according to Patton, the course was successful. Among the registrants were not only school teachers and university graduates but also, curiously, "illiterate foreigners." Of the students, 105 sent papers to the Department covering all or part of the 20 assignments. Patton reported that "several" completed the entire program and were issued with certificates of recognition.⁸²

In January, 1924, two correspondence courses were offered by Patton, "Principles of Economics" and "Economics of Agriculture", registering 34 and 16 respectively. Despite the decline in numbers, the 400 papers mailed to the Department suggest a more systematic and intensified program.⁸³ In the 1924-25 session, a third course on "Money and Banking" was added. Student numbers were: 24 in "Principles of Political Economy", 29 in "Economics of Agriculture", and 10 in "Money and Banking". The 610 papers were described by Patton as being of a "higher standard than the previous years". Despite the fact that the courses were intended for Albertans, 13 students from

Manitoba and Saskatchewan were allowed to enrol. Two-thirds of the students were farmers, the remainder being businessmen, teachers, lawyers and municipal secretaries and treasurers.⁸⁴

Following Patton's resignation in September 1925, the correspondence work was conducted by Mr. W. Drummond, a lecturer in the Department of Economics. Ottewell described Patton's departure as regrettable and stated, "Necessarily, some of the special courses in economics had to be withdrawn."⁸⁵ The course on "Money and Banking" was withdrawn and the course fees increased to \$5. The Press Bulletin recorded in October 1925, that it was a "matter of deep regret not to be able to immediately comply with the many urgent requests from past correspondence students for more advanced work and an added variety of study was physically impossible."⁸⁶

In advertising the correspondence courses, the Press Bulletins cited the University's stance that it was "more important that a larger number obtain elementary knowledge than [that] a few obtain more specialized knowledge."⁸⁷ While this statement referred to the purpose of extension work at the University, it applied equally to the role of correspondence education within the context of the Department's overall offerings. The 69 students enrolled in the correspondence courses in the 1924-25 session were an exceedingly small proportion of the 400,000 persons using the Department's services but they required a sizeable amount of its resources. The limited number and range of correspondence courses may have reduced the growth

opportunities as was suggested in the Press Bulletin. Evident, however, was the fact that the Department's energies were directed to a broad, generalist form of education in rural areas, and given the financial stringencies it faced, correspondence work was not given a high priority.

Registration in the two correspondence courses amounted to a total of 22 in both the 1925-26 and 1926-27 sessions.⁸⁸ By 1928, the correspondence program had been reduced to a single course, "Principals and Practices of Co-operative Marketing", in which 18 students were enrolled.⁸⁹ It was discontinued the following year.

Agricultural Extension

An important development in the 1920s was the increase in number of agricultural bulletins. In the 1919-20 session the Department printed and circulated a bulletin on "Native Grasses" by Professor Cutler and Associate Professor Newton of the Department of Field Husbandry.⁹⁰ By 1922, seven of the sixteen bulletins printed dealt with agricultural topics, a proportion which was maintained over the next six years.⁹¹ Examples of the agricultural bulletins include: "Milling and Baking Qualities in Bread" by Dr. Newton, "Winter Egg Production" by J.W. McAllister, and "Gardening" by Professor S. Harcourt.

In addition to bulletins on agricultural topics, the Department distributed research reports on such subjects as crop varieties, soils, seed distribution, potato diseases, plows and plowing, and steer feeding problems. These reports

were prepared by the Faculty of Agriculture which had, by 1922, established a substantial research capacity.

A University Scientific Association was formed by Tory in 1919.⁹² Its purpose was to delineate a set of problems for research. The Association sought government assistance and merged with a larger provincial organization called the Scientific and Industrial Research Council of Alberta.⁹³ The Council was an independent body managed by a committee which included both government and university representatives. Funding was provided by means of a special government grant which was considered as part of the University estimates. Space for its headquarters was provided on campus until 1956 when it moved to a new location in Edmonton.⁹⁴

The government provided funding through the Council for two research professorships and the University farm became an experimental station working in co-operation with the Provincial Department of Agriculture. A number of important research projects were subsequently conducted. The Department of Field Husbandry instituted a crop research program at its experimental farm. A major soil survey examining problems of drought and wind erosion was also instituted in 1921. Between 1922 and 1926, over seven million acres of farm land in southern Alberta were surveyed, the reports being distributed free of charge. The Department of Entomology successfully organized a massive grasshopper eradication campaign beginning in 1922. That same year the Department of Animal Husbandry conducted some twenty-five experiments dealing with

livestock management and feeding and introduced a systematic program of livestock breeding and exhibiting at major Canadian and American shows.⁹⁵

The potential for agricultural extension work existed in 1922, but the impetus for extension was due apparently to some prompting, this in the form of a telephone call by the Minister of Education, Perren Baker, to Tory in January, 1922.⁹⁶ The substance of Baker's call can be deduced from a lengthy letter from Tory to the Minister citing the conversation. Clearly, Baker had questioned the extent to which the Faculty contributed to agricultural development in the province and had raised the possibility of creating a separate Agricultural College. Tory traced the development of the Faculty of Agriculture and defended the decision to incorporate agriculture in the University rather than establish a separate institution. Tory wrote:

I have striven to break with old tradition and prejudices of other places and to develop the University on the most modern lines. The thing that we have aimed at can only be accomplished, as Dr. Van Hise [of the University of Wisconsin] points out, if unity of purpose in the whole of higher education of the Province is realised instead of the conflicting interests of separate institutions

Please excuse the ardour of these remarks of mine but as I have put the thirteen best years of my mature manhood in an effort to make this institution worthy of this great Province, I cannot without some emotion contemplate any act of separation which would be going back upon what is clearly the best experience the last fifty years has worked out on this continent and plunge us, I do not care how good our motives, into an agitation on university finance, the end of which no man can see.⁹⁷

Tory conceded that there had not been complete co-operation between the Department of Agriculture and the Faculty of Agriculture but that the fault did not rest with him and that "the difficulties that stood in the way no longer exist".⁹⁸ This was an apparent reference to complaints from the Minister of Agriculture that the University was not sufficiently engaged in agricultural extension work. Tory stated that in the few short years in which the University had conducted research work in agriculture, it had "prepared for publication material that ranks at the very top in America". He informed Baker that some dozen or so bulletins were in preparation for distribution by the Department of Extension and these would have a definite bearing on the economic problems facing farmers.

It is not surprising that Baker raised these issues, given the traditional support by farmers for a separate Agricultural College. Moreover, Baker was without the benefit of previous correspondence between Tory and the government since the Liberal government's documents were consumed by fire immediately prior to the U.F.A.'s taking office. A curious feature of this exchange is that there is no evidence in the Greenfield Papers or those of Baker to suggest that the government seriously considered the establishment of a separate college.⁹⁹ Nor did Betke or Wilson, both of whom examined the educational policies of the U.F.A. government, find evidence to this effect.¹⁰⁰

The relationship between the U.F.A. government and the University between 1921 and 1935 can be described as positive. The U.F.A. government was primarily concerned with economic development. Educational development followed closely the pattern set by the Liberal government.¹⁰¹ The government and its Minister of Education, in fact, promoted the services of the Department of Extension.¹⁰² In addition, the University maintained a close association with the U.F.W.A. through the Department of Extension.¹⁰³ The U.F.W.A. saw its principal function as educational, rather than political, and as a means of compensating for the excessive commercial interests of the U.F.A. Both Winnifred Ross, the U.F.W.A. convenor of education from 1925 to 1936, and Irene Parlby, the Minister Without Portfolio from 1921 to 1935, were staunch advocates of the University's extension work.¹⁰⁴

Nevertheless, Baker's questioning was of concern to Tory. In assessing the state of the University at a Senate meeting in May, 1922, Tory drew specific attention to the institution's Public Health Laboratories, the Faculty of Agriculture and the Department of Extension.¹⁰⁵ The Laboratories ranked with the best in Canada and the Faculty of Agriculture, on its investigational side according to Tory, was among the first in the country. The Department of Extension, Tory stated, "both in method and material, is doing work, as far as I know, unsurpassed in the continent".¹⁰⁵ Two years later, the composition of the Senate was altered to include the Director of Extension and the Minister of Agriculture as

It is possible that Tory's defence of the Faculty of Agriculture scotched any move to disassociate it from the University. Despite the obvious concern in Tory's letter, however, it is highly probable that Baker was not committed to this view. A more likely explanation is the rather precarious financial situation facing the government immediately upon coming into office. Secondly, the U.F.A. government was, in keeping with the concept of group government, fundamentally and primarily concerned with the welfare of farmers. Associated with this was a U.F.A. Executive Committee policy statement on education, formulated in 1921, which advocated the need "to carry out systematic research into subjects which concern members of the organization as farmers and citizens".¹⁰⁷ Baker's primary concern was with the cost-effectiveness and the productivity of the Faculty of Agriculture.

On October 16, 1922, a meeting was held by the heads of the Departments of Agriculture in the President's office regarding the question of agricultural extension. According to Howes' memorandum of the meeting, "few of the men were prepared for the discussion that followed".¹⁰⁸ Howes noted that it had become more and more evident that the question of publications was very closely allied with the whole question of agricultural extension work.

An informal meeting of the heads of the agricultural departments was held in Dean Howes' office two days later. After discussion, it was unanimously agreed that:

Whereas the College of Agriculture in the University of Alberta is young and at the beginning of its career and that by the material it publishes and by the information it spreads throughout the Province through extension workers it will succeed or fail in its extension policy and,
 Whereas the authority to publish agricultural bulletins has been given to the University of Alberta the time has come to lay down a definite policy and,
 Whereas calls by the Extension Department for different kinds of extension work have been made on the Agricultural members of the staff from time to time and,
 Whereas all departments are now carrying on extension work either by correspondence or otherwise directly with the farmers and,
 Whereas work of this character is bound to increase in leaps and bounds,
 Therefore be it resolved that the time has now arrived when the College of Agriculture should formulate a definite policy with reference to the agricultural extension work and further be it resolved that all agricultural extension work be placed in charge of a committee consisting of the Dean as Chairman, the heads of the strictly agricultural departments, the Director of Extension Work and the President of the University as an ex-officio member.¹⁰⁹

A committee, styled the Committee on Agricultural Publications, was established and held its first meeting on November 22, 1922.¹¹⁰ The members of the Committee were Dean Howes, Professors Wyatt, Strickland, Marker, Sackville, and J. Macgregor Smith together with Ottewell and Tory. The function of the Committee was to co-ordinate, through Ottewell, the contributions of the Faculty of Agriculture to the Extension Department. As its title suggests, the Committee was concerned with the preparation of print material on agricultural research.

Following the formation of the Committee, the Faculty's contribution to extension work increased.

Between 1922 and 1928, nearly 60,000 agricultural research reports were distributed.¹¹¹ Together with the appointment of an Agricultural Secretary in the Department in 1925 and the active participation of staff members of the Faculty of Agriculture in radio broadcasting in 1924, a more effective agricultural extension program was instituted.

By 1928, the only comparable agricultural extension program in Canadian higher education was provided by the University of Saskatchewan which maintained an extension lecture program in co-operation with over 150 Agricultural Societies.¹¹² These Societies served the same purpose for Saskatchewan as did the U.F.A. and U.F.W.A. locals in Alberta. Saskatchewan also prepared agricultural research reports for farmers, provided occasional lectures over a local commercial radio station in Saskatoon beginning in 1925, and organized with the assistance of the railway "Better Farming" trains by which livestock and various exhibits were displayed.

Elsewhere in Canada, St. Francis Xavier University had established a "People's School" in 1921 which included both popular and agricultural lectures and in 1924 had introduced an annual Rural Conference. Macdonald College of McGill University was not to establish a Rural Adult Education Service until 1938 and the Ontario Agricultural College provided only a small number of short courses to roughly 1,500 persons a year. Agricultural extension work in Ontario was provided by the government Department of Agriculture which had established a regional system of

extension offices. The University of Manitoba did not organize an extramural department until 1940 though it did offer occasional courses for farmers and farm workers from 1928. At the University of British Columbia, a Faculty of Agriculture had been established in 1914 but, due to lack of funding, it was restricted to occasional short courses, and extension lectures together with a fifteen minute per week lecture over CNRV, a Canadian National Railway radio station located in Vancouver.¹¹³

Radio Broadcasting

The Department's most innovative venture in the period was educational radio broadcasting. Beginning in 1920, radio listeners in Alberta, even those using inexpensive crystal sets and earphones, could pick up broadcasting signals from as far away as Texas. In 1922, three broadcasting stations were established in the province, two of which were in Calgary and one in Edmonton.¹¹⁴ The radio age had arrived and it had special relevance for rural Albertans since the long winter and the isolation of homesteads and farm people generally made them more dependent on radio for information and entertainment than most people.¹¹⁵ According to MacGregor, "A new miracle had come to entertain Albertans, a miracle with possibilities untold."¹¹⁶ One of these possibilities was an educative one - a fact Ottewell was quick to grasp. Here was an opportunity of vast potential for an institution and a man willing to embrace it.

In November, 1924, Ottewell organized the University's first extension lectures by radio. The arrangement was made with George R. Rice, the owner of the Edmonton Journal, which operated one of the city's three radio stations, CJCA: the others being CFCK, operated by Radio Supply Co., owned by J. Taylor and H. Pearson, and CHCY, owned and operated by the International Federation of Bible Students. Under the terms of the agreement, the University was to provide a weekly series of one-hour lectures. In turn, CJCA provided its facilities, with the stipulation that any additional costs which might ensue would be the responsibility of the University.¹¹⁷

A course of 18 Monday evening lectures was provided by the staff of the Faculty of Agriculture.¹¹⁸ Among the topics were "The Value of Good Seed", "Overhauling Machinery for Spring Work", "Seasonal Hints for Dairymen" and "The Wireworm Situation in Alberta". Ottewell reported the results of these lectures as gratifying and indicated that steps were being taken to install remote control radio equipment in the Department in order "to considerably expand the work of broadcasting extension lectures".¹¹⁹

The radio lecture series was repeated in the 1925-26 session. The one-hour lectures were altered to two half-hour periods. Agricultural talks predominated but the overall program content was diversified. Included were: a three-part series on "The Story of the Rocky Mountains", by Professor Allen^{*} of the Chemistry Department; "Orthopaedic

work in a Modern Hospital", by Dr. R.T. Washburn, superintendent of the University Hospital; and musical programs presented by the University orchestra, the Glee club and the CTOC Band in addition to organ recitals by Dr. L. Nichols, the University organist.¹²⁰

Remote control equipment was installed in Ottewell's office. The equipment was rudimentary. It consisted of a microphone and amplifier which could be linked to the CJCA plant by telephone.¹²¹ In October, 1926, a 'studio' was installed in the Department. The 'studio' was simply a heavily curtained area surrounding the equipment in order to reduce outside noise. According to Corbett, "Equipment for the station was crude enough but the studio itself looked like an Arab's tent".¹²²

With these facilities, radio work expanded to one evening each week, beginning at 7.00 p.m. and covering a period of 2½ to 2¾ hours. A total of 85 lectures were given, of which 37 were provided by the staff of the Faculty of Agriculture. Included in the program was a series of seven lectures on animal cycles and bird migration by Professor Rowan of the Zoology Department, and ten lectures on evolution delivered by Dr. Tuttle of St. Stephen's College (formerly Alberta College) and Brother Rogation of St. Joseph's College, both Colleges being affiliates of the University. In addition, Ottewell organized "national evenings" consisting of the songs, poetry and history of England, Ireland, Wales, Scotland and France. A notable event, according to Ottewell, was the

broadcasting of a French play which was "very enthusiastically received by the French-speaking part of our radio constituency". Several other plays were broadcast and musical evenings of a "combined educational and entertaining character" were produced.¹²³ In October, 1926, Ottewell wrote in the Press Bulletin:

There is no doubt that the employment of this very modern means of 'taking the University to the people' will be quite popular throughout the province, and beyond. ... Further expansion of the plan will take place as deemed desirable and advisable.¹²⁴

The radio programs were popular. In the Department's annual report to Senate in June, 1926, Ottewell stated that the Department had received "from all parts of the province and from different parts of Canada and the United States many letters of appreciation of our program".¹²⁵ In October, Tory wrote to Premier Brownlee who in 1925 had replaced Greenfield following the latter's resignation, "We are receiving letters of commendation by the hundreds".¹²⁶

At a meeting of the Board Executive Committee on December 10, 1926, Tory described the arrangement between the Department and radio station CJCA. He stated that, given the potential of radio, "if possible, we should now possess a Radio Broadcasting Station and that a suitable one could be set up for about \$5,000".¹²⁷ The minute of the meeting does not indicate the response to this suggestion. However, at the next full meeting of the Board on January 21, Tory recommended that the Board, when considering the estimates for 1927, increase the Department's vote in order to purchase

radio equipment. On the following day, the Board allocated an additional \$4,000 for "Broadcast extension".¹²⁸

In January, Ottewell attempted, unsuccessfully, to obtain a broadcast licence for the University from the Department of Marine and Fisheries in Ottawa, the Department then responsible for controlling radio broadcasting. Ottewell informed Tory that Alexander Johnston, the Deputy Minister, had written in response to his query that a licence was not available since three had already been granted to Edmonton and that this was more than a sufficient number for a city of that size.¹²⁹ Johnston suggested, as the only option, the purchase of one of the three. On March 4, Tory informed the Board Executive Committee that he and Ottewell had secured a tentative agreement with the owners of Western Radio Supply Company for the purchase of the licence and the 100-watt transmitter of radio station CFCK for \$600.¹³⁰ The Board Executive Committee authorized the purchase. Tory reported this to Johnston, stating that the University is "exceedingly anxious to get a station at the University as the calls upon us have been very great especially from the country".¹³¹

In the Department's year-end report to Senate, Ottewell wrote that a substantial increase in funds

will make expansion possible, particularly in radio service, which will undoubtedly react in a very favourable manner upon the University in its relation to the public, and what is of more importance, will permit us more effectively to secure our constituency.¹³²

That Tory and Ottewell supported and promoted radio

work is evident. So too did the faculty. As a rule, extension lectures were given almost exclusively by the staff of the Department. However, this did not apply to radio broadcasting. In the 1926-27 session, 38 members of the teaching staff contributed to the radio program.¹³³ In January, 1927, Ottewell asked the General Faculty Council that a committee be appointed to take charge of the radio lectures.¹³⁴ In February, the General Faculty Council moved that Tory appoint a Radio Broadcasting Committee.¹³⁵

At a Senate meeting of May 7, Tory recounted this development and moved that a Senate Committee on University Broadcasting be established with Ottewell and Corbett serving as Chairman and Secretary, respectively.¹³⁶ The Senate Radio Committee met for the first time that day. The Committee decided that the University should erect its own station. Tory reported that \$4,000 had been included in the University estimates for this purpose. Furthermore, he reported that Mr. W. Grant, a radio engineer with CPCN in Calgary, had offered his assistance and indicated that a 500-watt transmitter tower could be constructed for approximately \$2,000. Professor Macleod of the Electrical Engineering Department stated that he would provide technical assistance in its construction. Ottewell indicated that the station could operate on an annual budget of \$1,000. The Committee agreed to submit the plan to the Board of Governors.¹³⁷

While neither the minutes of the Board nor its Executive Committee reveal the submission or its approval of this plan,

clearly it was acted upon. A Board Executive Committee minute of October 29, 1927, refers to the possible postponement of the construction of the new tower until the following year because the date of its delivery could not be guaranteed.¹³⁸ In addition, the Board of Governors included \$4,000 for broadcast extension in the Department's vote for 1928.¹³⁹ Finally, the Radio Broadcasting Committee drew attention, at the end of February, to the new station having been completed.¹⁴⁰

The Department concluded its arrangement with the Edmonton Journal on October 17, 1927. Employing the equipment purchased from the Western Radio Supply Company, the University began broadcasting on November 21 under the call letters CKUA.¹⁴¹ By February, the new station was fully operating. The station director was Professor H. Macleod and the studio director and announcer, H.P. Brown, the Supervisor of the Division of Visual Instruction.¹⁴² Broadcast time expanded to two evenings each week: Mondays, 4.45 p.m. to 7.00 p.m. and 8.00 p.m. to 10.30 p.m., and Thursdays, 3.00 p.m. to 4.00 p.m. and 8.30 p.m. to 10.15 p.m. In addition, Sunday morning organ recitals were given by L. Nichols of the Physics Department.¹⁴³

In describing the first radio lectures, Corbett stated that "the University began in a somewhat halting and uncertain fashion to feel its way over this new and untravelled territory".¹⁴⁴ But by 1928, the University was in possession of its own station and an expanded program which, between November 1927, and June, 1928, had delivered 206 lectures along with a number of musical programs.¹⁴⁵

Alberta was not the only university which employed radio as a means of furthering its extension program. In 1925, British Columbia, Saskatchewan and Queen's provided occasional lectures through commercial stations and the University of Manitoba by means of a station owned by the provincial government.¹⁴⁶ A year later, Queen's University obtained a broadcasting licence and by 1929 had established its own 500-watt radio station, CFRC. By this time too, Acadia University had a small 50-watt station, CKIC,¹⁴⁷ and other universities such as Dalhousie, Toronto, and McGill provided radio lectures on an irregular basis through commercial or publicly owned stations. These efforts were a minor feature in the stations' programming.¹⁴⁸

Early radio programs were live productions and station owners sought contributions from university staff to fill broadcast time. In turn, many in the universities were attracted by the novelty of radio work. In the late 1920s and early 1930s, radio stations began to exchange recorded material in order to reduce operating costs and became increasingly commercialized. As a result, commercially-sponsored programs were scheduled during the best listening periods - early evening - and university talks were generally relegated to other time periods. Ownership by Alberta (and Queen's University) of a radio station with sufficient broadcasting power was an important means of ensuring the continual use of radio as an extension medium.

In May, 1928, Tory formally announced to the Board of Governors his intention to take up the presidency of the National Research Council in Ottawa on a full-time basis. By this time, radio broadcasting had become a promising feature of extension work. In addressing the University, Tory stated:

It is something to be able to say that the University influence through the Extension Department has been reaching fifty per cent of the homes of the Province of Alberta, and now that we have our own broadcasting station with our weekly lectures on practical subjects, it is possible that in the very near future a very large number of homes will be influenced for betterment through the activities of the University.¹⁵⁰

Extension work over the period had expanded considerably although the lecture work in the cities, non-credit correspondence courses and tutorial classes had failed. The impact of the Department may be attributed to the Division of Visual Instruction, the Library Service and lecture work in rural Alberta with agricultural extension and radio broadcasting increasingly prominent elements of extension work.

In May, the Board of Governors confirmed Ottewell's appointment as registrar of the University. Corbett was named his successor.¹⁵¹ Under Ottewell's direction, the Department had been active and innovative in its work. In 1924, Ottewell had written:

If we cannot bring the people to the University, might it not be possible to take the University to the people. This is the slogan of the extension worker who has properly caught the vision and for whom no labour is too hard and no trail too difficult in the effort to realise the accomplishment of his object.¹⁵²

Ottewell had caught Tory's vision of the state university. Tory himself had left behind a well-established institution with an extension program which had done much to "realise the accomplishment of his object."

FOOTNOTES FOR CHAPTER V

1. Annual Report, 30 June, 1919.
2. Ottewell to Tory, 13 August, 1919.
3. Min.Board Gov., 8 September, 1919.
4. Min.Board Gov., 11 October, 1919.
Cameron, a graduate of Edinburgh University, joined the Department as Assistant Director. Ottewell's position was then altered to Director of the Department. In 1921, Cameron was appointed University librarian, a post he held until 1945. Cameron maintained a close association with the Department both as an extension lecturer and as a member of the Senate Committee on University Extension. See, Anon., "A Western Empire Builder", The Gateway, Friday, December 20, 1940.
5. Minutes of the Senate Committee on University Extension, 11 October, 1919.
6. Min.Board Gov., 9 January, 1920.
7. Min.Board Gov., 29 October, 1920. Prior to 1921 the fiscal year began on July 1st. In 1921, the fiscal year altered to one beginning on January 1st.
8. Sen.Min., 29 October, 1920.
9. Statements of Revenue and Expenditure, 1919 to 1929.
10. Minutes of the Senate Committee on University Extension, 15 March, 1920. The Committee then consisted of Ottewell, Gaetz and Tory with Deans Kerr, Howes and Sheldon.
11. Sen.Min., 28 May, 1921.
12. Report of the Department of Extension to Senate, 31 December, 1921.

13. Brown, H.P., op.cit., p.16-17; Annual Report,
30 June, 1918.
14. Corbett, E.A., We Have With Us Tonight, (Toronto:
Ryerson Press, 1957), p.5 ff.
15. Annual Report, 30 June, 1920.
16. Annual Reports, 1919 to 1929.
17. Statements of Revenue and Expenditure, 1920 to 1924.
18. Flanagan, T., "Stability and Change in Alberta
Provincial Elections", Alberta Historical
Review, vol.21, no.4 (Autumn 1973), p.1-8;
MacGregor, J.G., A History of Alberta,
(Edmonton: Hurtig Publishers, 1972), p.243 ff.
19. Min.Board Gov., 2 February, 1924. Tory also
requested, unsuccessfully, that an additional
\$10,000 be granted the Faculty of Agriculture.
20. Tory to F. McKittrick, 16 October, 1924.
21. Annual Report, 30 June, 1926.
22. Edmonton Chamber of Commerce, op.cit., p.16.
23. Annual Report, 30 June, 1924.
24. Annual Report, 30 June, 1921.
25. Annual Report, 30 June, 1926.
26. Annual Report, 30 June, 1925.
27. Annual Report, 30 June, 1926.
28. Min.Board Gov., 27 May, 1919.

29. Min.Board Gov., 26 June, 1919.
30. Annual Report, 30 June, 1923.
31. Annual Reports, 1920 to 1929.
32. Canada, Department of Trade and Commerce, Dominion Bureau of Statistics, Survey of Libraries in Canada, 1931, (Ottawa: King's Printer, 1933), p.1044.
33. Annual Report, 30 June, 1927.
34. Annual Reports, 1922 to 1929.
35. Wilson, L.J., "Perrin Baker and the United Farmers of Alberta - Educational Principles and Policies of An Agrarian Government" M.Ed. thesis, University of Alberta, 1970, p.89.
36. Ottewell to Tory, 2 March, 1922.
37. Calhoun, A., "The Public Library in its Educational Aspect and Alberta's Library Problem", in A.T.A. Magazine, vol.VI, no.8, January, 1926.
38. Ibid.
39. Annual Reports, 1920 to 1929.
40. Annual Report, 30 June, 1926.
41. Brown, H.P., "Pioneering Adult Education in the West", Food for Thought, 15, 4 (January 1955), p.20.
42. Min.Board Gov., 1 September, 1925.
43. Annual Reports, 1919 to 1929. The Red Cross had been housed in the Department since March 1918.

44. Min.Board Exec.Com., 29 October, 1919.
45. Ottewell to Tory, 11 September, 1919.
46. Ottewell to Tory, 18 October, 1920.
47. Annual Report, 30 June, 1921.
48. Report of the Department of Extension to Senate,
31 December, 1921.
49. A. Ross to Tory, 8 September, 1920.
50. A. Ross to Tory, 30 September, 1920.
51. W. Smitten to Tory, 24 January, 1921.
52. Masson, J.K. and Blaikie, P., "Labour Politics
in Alberta" in Society and Politics in Alberta,
op.cit., p.273. See also, Robin, M., Radical
Politics and Canadian Labour. (Kingston:
Queen's University Press, 1968).
53. Min.Board Exec.Com., 3 October, 1921.
54. Report of the University Extension Course in
Economics, 1921-22, by the Extension Lecturer
in Economics. Department of Extension files.
55. Ibid.
56. Report of the University Extension Course in
Economics, 1922-23 by the Extension Lecturer
in Economics.
57. Annual Report, 30 June, 1924.
58. J.E. Young to Tory, 17 October, 1922.
59. Tory to J.E. Young, 23 October, 1922.

60. Corbett, We Have With Us Tonight, p.34 ff.
61. Annual Reports, 1921 to 1924.
62. Annual Reports, 1924 to 1929.
63. Min.Board Exec.Com., 2 May, 1913. The Summer School period was from 7 June to 8 August.
64. Department of Education, Summer Schools for Teachers, June 2 - August 9, 1919. Pamphlet. The Director of Summer Schools in 1919 was George F. McNally.
65. Memorandum of Telephone Conversation between J.R. Boyle and Dean Kerr, 3 October, 1917. Dean of Arts Papers.
66. Harris, op.cit., p.257.
67. Min.Gen.Fac.Coun., 18 February, 1921.
68. A.T.A. Magazine, vol.1, No. 2, July, 1920.
69. D.S. MacKenzie to Tory, 28 April, 1921.
70. Tory to Falconer, 18 May, 1921.
71. Falconer to Tory, 20 May, 1921.
72. W.J. Dunlop to Tory, 26 May, 1921.
73. Sen Min, 12 June, 1921.
74. Min.Gen.Fac.Coun., 31 October, 1921.
75. Tory to Falconer, 18 May, 1921.
76. Press Bulletin, vol. XI, No. 1, Friday, 23 October, 1925. Ref. Sen Min, 12 November, 1925.

77. N.C.C.U. Proceedings, May 30, June 1, 1927, p.74.
78. N.C.C.U. Proceedings, May 31 - June 1, 1937, pp.23-28.
79. N.C.C.U. Proceedings, 1927.
80. F.C. Ward, Secretary-Treasurer, Calgary Public School Local of the A.T.A. to Tory, 20 October, 1922; C.A. Maberley, Secretary-Treasurer, Calgary Public School Local of the A.T.A. to Tory, 19 November, 1923.
81. Baker to Tory, 21 October, 1922.
82. Interim Report of the Extension Lecturer in Economics, 9 May, 1923. Department of Extension files.
83. Annual Report, 30 June, 1924.
84. Annual Report, 30 June, 1924.
85. Ibid.
86. Press Bulletin, vol.XI, no. 1, Friday, 23 October, 1925.
87. Ibid.
88. Annual Reports, 30 June, 1926 and 30 June, 1927.
89. Annual Report, 30 June, 1928.
90. Annual Report, 30 June, 1920.

91. Annual Reports, 1922 to 1929.
92. Henry Marshall Tory, Beloved Canadian, p.131 ff.
93. Ibid.
94. Johns, op.cit., pp.83-84.
95. Bowser, W.E., ed., The First Fifty Years: A History of the Faculty of Agriculture, 1915-1965.
Edmonton, University of Alberta Printery
Department, 1965).
96. Tory to P. Baker, 27 January, 1922.
97. Ibid.
98. Ibid.
99. Greenfield Papers, and the Minister of Education
Files, Provincial Government Archives.
100. Betke, op.cit.; Wilson, op.cit.; see also Wilson,
L.J., "The Education of the Farmer: The
Educational Objectives and Activities of the
United Farmers of Alberta and the Saskatchewan
Grain Growers' Association, 1920-1930" Ph.D.
dissertation, University of Alberta, 1975.
101. "Perren Baker and the United Farmers of Alberta -
Educational Principles of an Agrarian
Government", op.cit., p.144.
102. Ibid., p.144.
103. Wilson, L.J., "The Educational Role of the United
Farm Women of Alberta". Alberta Historical
Review, 25, 2 (Spring, 1977) p.28-36.
104. Ibid., p.29-33.
105. Sen Min., 11 May, 1922.

106. Sen.Min., 14 May, 1924. Also included as ex-officio members were the Minister of Public Health and the Chairman of the Freshman Committee. An Act to Amend the University Act, 10 April, 1925.
107. "Perrin Baker and the United Farmers of Alberta - Educational Principles and Policies of an Agrarian Government", op.cit., p.38.
108. Memorandum of Discussion concerning Extension Work October 16 and 18, 1922. Tory Papers, University of Alberta Archives.
109. Ibid.
110. Inter-departmental Correspondence, Ottewell to Tory, 21 September, 1926.
111. Annual Reports, 1921 to 1929.
112. MacInnes, C.M., "Canadian Adult Education in 1925" in Learning and Society, ed. J.R. Kidd (Toronto: C.A.A.E., 1963) pp.4-21; Corbett, E.A., "University Extension in Canada" in Universities in Adult Education (Paris: Unesco, 1952); Eagles, B.A., "Agricultural Extension at the University of British Columbia: Past and Present" in Learning and Society, op.cit., pp.28-48.
113. Eagles, ibid.
114. MacGregor, op.cit., p.243 ff.
115. Corbett, We Have With Us Tonight, p.57.
116. MacGregor, op.cit., p.250.
117. Annual Report, 30 June, 1925; Corbett, E.A., Script of "Radio Talk", 17 October, 1927. Department of Extension Files.
118. Annual Report, 30 June, 1925.

119. Ibid.
120. Annual Report, 30 June, 1926.
121. Ibid.
122. We Have With Us Tonight, op.cit., p.53.
123. Annual Report, 30 June 1927.
124. Press Bulletin, vol.XII, no.2, 11 October, 1926.
125. Annual Report, 30 June, 1926.
126. Tory to Premier Brownlee, 3 October, 1926.
127. Min.Board Exec.Com., 10 December, 1926.
128. Min.Board Gov., 22 January, 1927.
129. Ottewell to Tory, 14 January, 1927.
130. Min.Board Exec.Com., 4 March, 1927.
131. Tory to A. Johnston, Deputy Minister of Marine and Fisheries, 15 March, 1927.
132. Annual Report, 30 June, 1927.
133. Ibid.
134. Min.Gen.Fac.Coun., 31 January, 1927.
135. Min.Gen.Fac.Coun., 28 February, 1927.
136. Sen.Min., 7 May, 1927.
137. Minutes of the Senate Committee on University Broadcasting, 7 May, 1927.

138. Min.Board Gov., 29 October, 1927.
139. Min.Board Gov., 3 December, 1927.
140. Min.Sen.Com.Univ.Broad., 28 February, 1928.
141. Corbett, E.A., "Can Radio be Used Effectively in University Extension Work?" Script of "Radio Talk", 4 September, 1935.
142. The technical operation of the station was the responsibility of the Department of Electrical Engineering. Permission was granted to senior electrical engineering students under Macleod's supervision to operate the station equipment. (Letter, Johnston to Tory, 25 January, 1928.)
143. Department of Extension, "Radio Program, CKUA", January 1 to June 1, 1928. Pamphlet.
144. "Can Radio be Used Effectively in University Extension Work?", op.cit.
145. Annual Report, 30 June, 1928.
146. Eagles, B.A., op.cit.; MacInnes, C.M.; Stewart, S., A Pictorial History of Radio in Canada. (Toronto: Gage, 1975), p.31.
147. Report of the Royal Commission on Radio Broadcasting. Sir John Aird, Chairman. (Ottawa: King's Printer, 1929)
148. Corbett, E.A. "The Use of Radio by the University". Proceedings of the National Conference of Canadian Universities, 1932, pp.55-60; Corbett, E.A., "Brief for the Parliamentary Committee on Radio Broadcasting", 1935, Department of Extension files.
149. Min.Board Gov., 15 May, 1928.
150. Henry Marshall Tory, Beloved Canadian, p.129.

151. Min.Board Gov., 15 May, 1928.

152. Ottewell, A.E. "The University of the People",
Manuscript sent to Miss M. Bradford, Assistant
Editor, The Social Service Council of Canada,
Toronto, 6 October, 1924. A.E. Ottewell
Files, University of Alberta Archives.

CHAPTER VI
THE DEPRESSION YEARS

The government appointed as Tory's successor Dr. Robert Charles Wallace, professor of Geology at the University of Manitoba.¹ Wallace served the University until 1936 when he accepted the principalship of Queen's University. With the return of prosperity within the province there were, or appeared to be, few major problems facing Wallace at the time of his appointment in 1928. Unfortunately, however, his tenure was marked by the Depression and beset by increasingly severe financial difficulties. In assessing his eight years in office Wallace wrote, "I reach the final paragraph with a sense of incompleteness and inadequacy. There is much to do. So little was done."²

Wallace's view of a provincial university was not dissimilar to Tory's. In his inaugural address in October, he stated "the University is here to meet the practical needs of the province and its people."³ Similarly, Wallace argued at the National Conference of Canadian Universities in May 1929, "We cannot, after all, justify University costs by the work done on campus. The ordinary taxpayer must feel that he or she has received something personally from the University."⁴ While in office at Alberta, he consistently upheld research, teaching and "a wider obligation to the public at large" as the three functions of the institution.⁵

Of extension work, Corbett wrote there was "no change in pace after Tory left." Wallace was as enthusiastic

about this type of work as his predecessor."⁶ Wallace's enthusiasm for extension work, however, was based upon a different premise. Tory was essentially a builder - one without peer in Canadian higher education. Extension work under Tory had both served the state and helped secure the institution. Wallace's interest in extension work stemmed from this commitment to adult education as a movement.⁷ Moreover, his interest in adult education was national rather than provincial in scope. During the period, he was active in a number of national voluntary associations promoting the arts and educational radio broadcasting. Most importantly, Wallace ascribed to the universities a leadership role in the development of adult education.⁸ His work with the National Conference of Canadian Universities from 1929 to 1934 was directed to ensuring an intimate connection between the universities and the adult education movement of the 1930s.⁹ His enthusiasm for extension work at Alberta inevitably followed since the Department was, in effect, the provincial adult education agency.

The philosophy of extension underlying the Department's work remained unchanged following Corbett's appointment as director but it was subject to his interest in radio broadcasting and the fine arts. Corbett's approach to extension work, which he attributed to the influence of Ottewell, was pragmatically governed.

We have done very little theorizing on the subject; we have been too much occupied with the practical problems arising from our efforts. Any philosophy of Adult Education we have may be stated very briefly; that is, to find a common basis of understanding with the people and from

that starting point to try and interpret to them the true meaning of life, to prove to them in theory and practice that education is really the interpretation and adaptation to environment.¹⁰

Due to the harsh living conditions faced by most rural Albertans, Corbett considered the goal of extension work "to strengthen the morale and lighten the burden of loneliness and discouragement which are the inevitable accompaniment of frontier life."¹¹ In order to do this, extension work was to be educational and entertaining. Corbett saw radio as being capable of both. At first sceptical of radio work, Corbett viewed it increasingly as an important means of furthering educational and cultural development in the province by providing what he termed "high class" entertainment.¹² An expansion of radio work was to be one of the Department's major thrusts during the period.

The prominence of radio broadcasting was due not only to Corbett's interest but also to that of Wallace, the faculty and staff of the University. In addition, radio broadcasting was subject to national political debate and federal government action which was to influence the University station. Moreover, due to the financial constraints placed on the Department and the increasing power of American radio stations which interfered with CKUA's broadcasts, radio work had by 1936 become seriously jeopardized.

Extension work followed the pattern set by Ottewell until 1932 when Corbett secured from the Carnegie Corporation a \$30,000 three-year grant for the promotion of music, art and drama. With this funding, the Department introduced a fine arts program which led to the foundation

of the Banff School of Fine Arts and contributed substantially to the cultural development of the province. Since this program was independently funded, it was the only one not affected by a drastic reduction in the Department's appropriations beginning in the 1932-33 session. While most of the Department's work suffered severely from the effects of the Depression, the music, art and drama programs benefited from what Corbett referred to as "the awakening of rural communities to the possibilities of education and entertainment."¹³ The fine arts program was the only new and entirely successful venture during the period.

Management, Funding and Staffing

In the fall of 1928, the Department employed twenty-three full-time staff. Of these, eleven were engaged in the work of the Division of Visual Instruction which was also responsible for operating the radio station.¹⁴ Brown was relieved of his responsibility as studio director in September when the University appointed Sheila Marryat, a graduate in agriculture of the University, as radio secretary.¹⁵ Marryat served in this capacity until 1939 when she joined the Canadian Broadcasting Corporation. Also employed part-time in radio work were a control operator, an assistant announcer, and a varying number of student operators from the Department of Electrical Engineering.

Between 1928 and 1930 the agricultural secretary was Wilfred Backman, an agriculture graduate of the University. When Backman resigned to join the teaching profession as had his predecessor McAllister, the post was given to

Donald Cameron.¹⁶ Prior to entering the University in 1926 at the age of twenty-five, Cameron worked as a farmer and was an active member of the United Farmers of Alberta. Cameron served as the agricultural secretary until 1936 when he was appointed Acting Director. In 1939 he was made Director, a position he held until 1956. He acquired a strong interest in the arts and with considerable determination and entrepreneurial skill developed the Banff School of Fine Arts. In recognition of his work, Cameron was appointed to the Senate of Canada in the fall of 1955.

The only other significant appointment to the Department during the period was that of Elizabeth Sterling Haynes as the Instructor in Dramatics in September 1932.¹⁷ Haynes was a graduate of the University of Toronto, had received her training in drama at Hart House and was director of the Edmonton Little Theatre for five years prior to her appointment. According to Cameron, she did "pioneer work in raising dramatic standards and in laying the foundation for a real people's theatre movement in the Province."¹⁸ When an extension of the Carnegie Corporation grant expired in September 1937, Haynes accepted a position with the New Brunswick Department of Education.

As in the past, the work of the Department was limited by funding. Annual expenditures increased from \$28,000 in the 1928-29 session to over \$38,000 in the 1931-32 session. Most of the budget was consumed by staff salaries and the annual operating costs of the radio station which increased from \$3,500 to \$5,000. Income generated by the Division of Visual Instruction declined over this period from \$12,000

to \$6,500 due to an increasingly obsolete film collection and reduced demand caused by the worsening economic conditions in the province. However, the Department's allocation from the University's annual government grant increased from roughly \$16,000 to almost \$30,000.¹⁹

The Department was, therefore, very dependent on the size of the University grant which amounted to \$590,000 for the 1931-32 session. In March 1931, Premier Brownlee informed Wallace that a reduction of \$50,000 would be applied in the 1932-33 session.²⁰ In July, Brownlee again wrote to Wallace, "We are confronted with a situation which will make inevitable drastic reductions in all expenditures under government control."²¹ A compulsory salary deduction scheme for contributions to the unemployed was applied to University staff in November and Wallace was requested "to make the most rigid economies."²² The government grant for the 1933-34 session was reduced by a further \$100,000 and the University faced a financial crisis.

In addressing the General Faculty Council in December 1932, Wallace stated, "Not a single part of the University can escape."²³ To reduce operating costs, staff salaries were cut, student fees raised and over thirty part-time lecturers and demonstrators released. A large number of courses were eliminated or consolidated. Each Department faced a heavy cut in appropriation. The Faculty of Agriculture budget was reduced by \$40,000 and the Department of Extension funds by \$15,000.²⁴

With a continued decline in Department revenue, the overall budget for the 1933-34 session was reduced to less

than \$20,000.²⁵ Nine full-time and two part-time secretarial/clerical staff were released. The lecture work declined substantially and both the library holdings and the film collection deteriorated further. The budget reduction led to the temporary closure of CKUA in 1933 and an unsuccessful attempt to have the newly-established Canadian Radio Broadcasting Corporation, the precursor of the C.B.C., take over the station as its outlet for northern Alberta. While the budget increased to approximately \$26,000 in the 1935-36 session,²⁶ extension work was not to recover from the financial blow during Wallace's period of office.

Responsibility for extension work was nominally entrusted to the Senate Committee on University Extension, which consisted of Wallace, Corbett, Ottewell, the University librarian and the extension librarian. There is no evidence to indicate it ever met formally. Extension work was not subject to deliberation in the Senate although annual or semi-annual reports were presented, accompanied at times by a brief statement from Wallace. The Senate Committee on Radio Broadcasting did not report to Senate but it was active throughout the period. Its composition reflected the interest in radio work held by both the Department and the academic staff. The Committee was chaired by Wallace with Marryat serving as secretary. By 1934, the number of members had increased to fifteen, five of whom were members or former members of the Department and ten were academic staff including the Deans of the various faculties.²⁷

A third committee was appointed by Wallace following

the announcement in March 1932, that the University had received a grant from the Carnegie Corporation. The Committee consisted of Corbett, Dr. J. McEachern, Professor of Philosophy, and Dr. W.G. Hardy, Head of the Department of Classics. The Committee appears not to have been given an official title although Corbett refers to it on one occasion as the "Central Committee on Carnegie's Fund appropriations".²⁸ According to Hardy, the purpose of the Committee was "to administer the grant",²⁹ while Cameron states that it functioned "in an advisory capacity to Dr. Corbett during the initial stages of the Carnegie Grant."³⁰

Cameron is uncertain when the Committee was appointed, although it is clear that its first meeting took place about the time of Haynes' appointment in September 1932.³¹ On the available evidence which consists of memoranda by all three on its meetings, the Committee actively planned the work of the fine arts program. The work was necessarily entrusted to Corbett and Haynes.

The Division of Visual Instruction

Most of the income generated by the Division financed extension work other than the slide/film service. Between 1928 and 1930 annual expenditure for films was limited to approximately \$1,000.³² This restriction was in one sense fortuitous since the 28mm silent film was to become obsolete following the introduction of the 16mm sound film and projector in 1930. Since the 28mm machine was the only type in use in the province, there remained a demand for the silent film. Corbett reported to Senate in May 1931,

that "despite the advent of 'talkies', the educational silent film continued to attract."³³ However, by 1933, he reported the vast majority of films was out-of-date and there was a clear need for transition to the new film.

With the introduction of talking pictures in the commercial theatres, interest in silent films decreased. A major problem was that very few outlets manufactured educational films using the new technology. Also no provision for the purchase of new films was made in the estimates from 1932 to 1936.³⁴ To gain the necessary funds, the Department sold many of its old films and projectors. With a reduced and largely obsolete collection, requests for film presentations declined. Attendance went from a high of 83,000 in the 1930-31 session to less than 30,000 in the 1933-34 session.³⁵

It was not until the spring of 1935 that, according to Corbett, "the transition period difficulties were largely overcome."³⁶ In 1934, the Department purchased 200 films from Eastman [Kodak] Classroom Teaching Films and entered into a rental-purchase agreement for 40 films with the Canadian Government Motion Picture Bureau whereby part of the fees collected on presentation was directed toward the purchase price. Following these purchases attendance rose again to 75,000 in the 1935-36 session with the Department reporting considerable difficulty in responding to requests made by church organizations and the schools.³⁸

The worst effects of the Depression had been weathered but at a cost. In assessing the state of the division in 1936, Brown noted that the film service had "lost considerable ground in the commercial field as a commercial library

in Regina handling entertainment films had taken over the supply of programs to many institutions and societies in Alberta which we have been unable to furnish."³⁹ The division's clientele was increasingly restricted to church groups and the schools. A second problem was the use of revenue for operating costs at the expense of allowing material to depreciate. Despite the film purchases in 1935 and 1936, the film collection was valued at only \$2,000, an amount roughly one quarter of what it had been a decade earlier. Brown stated, "Further depreciation without adequate replacements can have but one possible result."⁴⁰

The Library Division

The library service faced unprecedented demand as economic conditions in the province deteriorated. According to Corbett, this was "due to the hard times, which all over the continent, have resulted in a larger amount of reading done by both country and city readers."⁴¹ The number of persons borrowing books steadily increased from 32,000 in the 1928-29 session to over 56,000 by the 1935-36 session.

Corbett described as troublesome the increase in the number of Edmonton readers borrowing open-shelf literature since the library was designed and staffed as a mail-order service for rural Albertans. In 1931, he noted that without an increase in funds the service could not be maintained if it remained open to city readers.⁴² The following year, the open-shelf collection was restricted to country readers, a policy to which the library has since strictly adhered. A reduction in the number of borrowers from 26,000 to 13,000

suggests that the city readership was indeed large, although a contributing factor was a six-week disruption in service due to the relocation of the library from the Engineering Building to the Normal School.⁴³

The book circulation figures do not accurately reflect the importance of the library service. Rural school libraries were augmented by 'special' libraries stocked from the open-shelf collection. In 1934, the government withdrew its school library grant.⁴⁴ As a consequence, many schools were unable to replace worn-out books and were, according to Corbett, "practically bookless".⁴⁵ In the 1934-35 session, 125 schools received special libraries. These were book collections which were circulated to schools for a three-month period. Corbett noted, "More could well have been used, but the shelves were empty."⁴⁵ The Department consistently reported throughout the period letters from school teachers stating that they would have been unable to complete their work without this assistance. While special libraries were not restricted to the schools, those that were were not subject to any record-keeping. Yet, by 1936, the number of special libraries in the schools far exceeded the number of regular libraries in circulation. A reasonable estimate of the children benefitting from this service in 1936 alone is 30,000.

The Department's report to Senate in March 1935, pointed to an increase in requests for special libraries by community groups. Corbett considered this a good sign since borrowers were "reading along definite lines instead of in a haphazard fashion." He postulated that the day of

fixed groups of books would soon be over. However, the regular libraries were still given priority over the open-shelf service because the Department chose "between disappointing one individual and disappointing a number." Special libraries required more time to assemble and a larger stock of books for adequate service. The library had neither.⁴⁶

The capacity of the library to respond adequately to requests was further diminished following the removal of the Department's book purchase allowance in 1932 and the loss of three clerks due to a budget cut the following year. The book purchase allowance was partially increased in April 1934, yet Corbett stated this "seemed but a drop in the ocean so completely worn out had so many of the books become."⁴⁷ The library holdings remained relatively constant at roughly 23,000 books as new purchases simply replaced worn-out material. The collection was characterized in various reports to Senate as "shabby and unattractive" and consisting of "a sizeable number of books fit only for the waste-paper basket." The clippings collection (employed in debates) was similarly described by Corbett in March 1935, as "now useless", with the staff being required to draw upon the resources of the University Library, the Edmonton Public Library and the Government Library.⁴⁸

The condition of the books was categorized by the U.F.A. Executive as obsolete in 1934.⁴⁹ Corbett attributed to this the decline in the number of U.F.A. locals using the service from 80 in the 1933-34 session to 40 in the 1934-35 session. The

farmer movement had lost much of its momentum by this time. Nevertheless, the criticism had merit with some 50 groups not renewing their applications in 1935.⁵⁰ Compensating for this loss was a rapid increase in the number of new community groups making application for the books. From approximately 110 in the 1931-32 session, that number had increased to over 260 by the 1935-36 session. The Department was unable to handle all of the requests. During the 1934-35 session, almost 100 groups were turned away.⁵¹

While the increase in circulation figures reflected the demand for reading material by rural Albertans, it was also the product of the dismal state of library development in the province. Responsibility for the Public Libraries Act was placed with the Minister of Education in 1931, but the Department of Education was incapable of meeting school library needs much less those of the public. Between 1928 and 1936, only three public libraries were established, all in urban centres. In 1935, provincial grants for library development amounted to a paltry \$35 and only 2 per cent of rural Albertans had access to a public library.⁵²

In order to improve library development in rural areas, Jessie F. Montgomery tried unsuccessfully to raise funds in support of a regional library scheme in the spring of 1935.⁵³ This was patterned after the Fraser Valley Project developed by Dr. Helen Stewart and funded by the Carnegie Corporation in 1929.⁵⁴ The Southern Regional Scheme envisaged by Montgomery entailed the establishment of a regional library of 15,000 volumes and smaller library collections ranging from 800 to 1,800 volumes in Macleod, Pincher Creek, Blairmore,

Cardson, Raymond and Vulcan. These were to be supplemented by book vans. The travelling library service had laid the groundwork, suggested Montgomery, since 10 travelling libraries in the region had been entrusted to the same groups over a period of time and were in effect "stationary libraries".⁵⁵

Wallace supported the proposal and suggested that a request for funds be made to the Carnegie Corporation.⁵⁶ In April 1935, Corbett met with the Trustees of the Corporation who, in response to the request, stated that they had already demonstrated in British Columbia that such a scheme was possible in Western Canada and that they did not intend to spend additional funds on this type of project.⁵⁷ Following this setback, Montgomery presented the proposal to the Minister of Education, Perrin Baker, and the Deputy Minister, George McNally. According to Montgomery, Baker was favourably disposed to the idea but McNally and the representatives of the Department of Education were generally non-committal due to the prevailing financial conditions.⁵⁸ Commenting on her lack of success, Montgomery wrote, "I should bewail in the manner of Elijah the indifference to library work prevalent in the province."⁵⁹

Press Bulletins and Publications

The work of this Division over the period was directed almost entirely to the distribution of agricultural research reports. Apart from the publication in 1929 of an article on Bituminous Sand and another on the New Laboratory for the Investigation of Cereal Root-rot, the bulletins were

confined to program schedules for CKUA radio and "Seasonal Notes by the Department of Field Crops".⁶⁰

Extension Lectures

In each of the 1928-29 and 1929-30 sessions, over 330 lectures were provided to approximately 37,000 persons.⁶¹ The vast majority were given in rural areas - many in the schools - and a decidedly fewer number were offered in conjunction with Boards of Trade and various urban clubs and societies. The lecture program declined thereafter as the economic conditions in the province worsened and Corbett's attention was increasingly directed to radio work and the promotion of music, art and drama.

By the 1931-32 session, overall attendance had been halved. In explaining a slight decline the previous year, Corbett cited both his involvement in radio work and a falling off in applications for films due to the financial conditions in the province. Despite Corbett's claim that films were only a supplement to the lectures, the reverse appears to have been the case. The substantial decline in attendance in the 1931-32 session was attributed to the fact that very few applications for films were made. According to Corbett, these were taken care of by Cameron "who usually gave a short address in addition to the 'movie' program." Reflecting the importance of film, the Division was restyled 'Extension Lectures and Moving Picture Programs' in 1931. A film operator was not hired and this work was transferred to Cameron. Consequently, a film presentation accompanied by a 'short address' constituted a lecture rather than a

film presentation.⁶²

A further reduction in the number of lectures in 1933 was due, according to Corbett, to the fine arts program which consumed most of his time. The lecture work was entrusted to Cameron who also served as the agricultural secretary.⁶³ By the 1935-36 session, 145 seemingly less than substantial lectures were given to 15,000 persons, an attendance figure slightly over a fourth of what it had been ten years earlier.⁶⁴

Agricultural Extension

Agricultural extension was conducted primarily by means of lecture work and the distribution of agricultural research reports. The Faculty of Agriculture provided approximately 200 lectures each year for various breeders' associations and another 100 to 120 radio lectures. Over the period, 130,000 copies of research reports were distributed. Extension work by the Faculty of Agriculture increased when Cameron established an Agricultural Information Bureau within the Department of Extension in November 1930. The Bureau prepared a weekly newsletter and a twice-weekly "Agricultural News Flash" program over CKUA. In addition, farmers were invited to forward to the Bureau queries on specific problems. Most of this work was channeled to the Faculty of Agriculture.⁶⁵

By 1931, the initiative for agricultural extension work rested with this Faculty. Cameron's role, wrote Corbett, was to "co-operate with and assist the Department of Agriculture in their extension activities."⁶⁶ In 1932,

the Committee on Agricultural Publications was renamed the Committee on Agricultural Extension and Publications.⁶⁷ The Committee consisted of the heads of the various departments in the Faculty and was chaired by Dean Howes with Cameron serving as the secretary. Attached to it was a Radio-Sub-committee consisting of the Faculty of Agriculture representatives on the Senate Committee on Radio Broadcasting.

Cameron facilitated work by the Faculty, served as a field consultant to farmers and lectured on agricultural topics. However, his interest in agricultural extension was superseded by a broader concern for rural adult education in the form of folk schools and agricultural co-operatives following summer study at the International People's School in Copenhagen in 1933.⁶⁸ Cameron saw the folk school as a means of improving the life of rural Albertans. Following his return, his lectures were directed increasingly to the promotion of folk schools.

The Scandinavian folk school was a residential school for young adults which provided courses on such subjects as civics, co-operatives, farm and home improvement, soil conservation, drama and music. While the content and duration varied, the folk school sought to promote the co-operative movement and the development of community life by demonstrating these in a residential setting. The progressive citizen in the co-operative community was the overriding theme of every folk school.⁶⁹

In Canada, Folk Schools were first established in New Brunswick, Manitoba and Alberta in the 1920s by Danish immigrants. A number were to be established by the United

farmers of Ontario beginning in 1939 and by the Manitoba Federation of Agriculture and Co-operation in 1940.⁷⁰

However, early efforts were precarious since interest was limited to migrants and attendance declined when immigration practically ceased during the Depression. According to Sandiford, there were never more than thirty operating at one time in Canada due to limited facilities and the lack of financial support.⁷¹

In conjunction with the Y.M.C.A. and local school boards, Cameron organized a Community Life Conference in Lethbridge based upon the folk school concept in October 1934. The Conference was described by Corbett as a "new experiment ... with the object of mobilizing the resources of rural and urban communities in the Lethbridge area for the purpose of stimulating intellectual growth and development." The 240 registrants were provided with a program of music, drama, public speaking, the economics of co-operatives and farm and home management.⁷²

Plans for similar conferences were temporarily shelved in the following session when, at the request of the Provincial Department of Agriculture, Cameron served as secretary of the Provincial Committee on Drought and Soil Drifting in the summer and fall.⁷³ The Department's annual report to Senate in May 1936, described the need for agricultural extension to be more closely associated with the social, economic and educational aspects of rural life:

Alberta has gone through the purely expansive period of its development when the problems of most importance were those of overcoming the physical obstacles of pioneer settlement. We are today entering a second phase of development which might be termed the consolidatory phase, or the period of permanent social organ-

ization. In this phase the problems are mental rather than physical, and involve the whole structure of rural social organization and education. These problems are challenging leaders of rural life today, and it is for this reason that interest in adult education, agricultural economics, and co-operative effort is occupying a greater share of attention in community programs than ever before.⁷⁴

Henceforth, agricultural extension within the Department was to be less concerned with the specialized fields of practical agriculture and more with the social and cultural problems of rural life. Community life schools were to become an important feature of the Department's work.

Radio Broadcasting

Following Marryat's appointment, broadcast time increased to 14 hours each week from October to June. Lectures and musical programs predominated. The Faculty of Agriculture provided over a third of the 296 lectures. The Senate Committee on Radio Broadcasting arranged lectures by the Minister and Deputy Minister of Agriculture and various officials of the provincial Department of Agriculture. The balance of the lectures were of a popular nature by the Faculty of Applied Science, the Faculty of Arts and Science and the Extension Department, or of a religious nature by the staff of St. Stephen's and St. Joseph's, the University's affiliated religious colleges.⁷⁵

Musical and dramatic presentations were given by over twenty organizations including The University Radio Orchestra, The Glee Club, The Dramatic Society, the Regimental Band, The Organ Committee and Le Circle Français. The program expanded with the addition of a Young People's Program, a

Homemakers' Hour and debates by The University Debating Society.⁷⁶

While radio became increasingly prominent at the University and elsewhere in Canada, it was also subject to growing concern. In December 1928, the Federal Government appointed a Royal Commission chaired by Sir John Aird, President of the Canadian Bank of Commerce, to examine radio broadcasting in Canada and make recommendations regarding its future management, administration, financing and control.⁷⁷ The state of radio broadcasting was chaotic and largely unregulated, with small, intermittently-operating stations predominating and the airwaves facing increasing encroachment by powerful American stations.⁷⁸ The essential tasks of the Aird Commission were to determine whether broadcasting should be placed under public or private control and how best to counter American cultural influence.

The Commission examined radio broadcasting in England, Europe and the United States. It then conducted public sessions across Canada. Both the provincial government and the University made submissions. The Alberta Government expressed its willingness to negotiate with the federal government and others "with the view to the organization of a radio branch on the basis of public service, by some method mutually agreed upon by the governments."⁷⁹ The University's brief, prepared by Corbett and Macleod, advocated the organization of a system of powerful stations across the country under the control of the federal government but with allowances made for provincial and regional requirements. Attention was drawn to the value of radio as an educational medium

and to reception difficulties caused by American broadcasting stations.⁸⁰

The Aird Commission presented its report in December 1929. It recommended that radio broadcasting be placed under public rather than private control in a system of seven 50,000-watt stations owned and operated by one national company. Provincial authorities were to have "full control over the programs of the station or stations in their respective areas." Specific times were to be set aside for educational broadcasting. Political broadcasts were to be "carefully restricted under arrangements mutually agreed upon by all political parties concerned." Costs were to be met by licence fees, an annual subsidy from the federal government, and the rental of time for programs employing indirect advertisers.⁸¹

The Commission Report was to be sent to a special committee of the House but the House dissolved and an election was called.⁸² The Liberal Government of Mackenzie King was defeated by the Conservative Party and R.B. Bennett became Prime Minister. On radio broadcasting the new government faced two important issues. The first of these was a challenge to jurisdiction over broadcasting by Premier Taschereau of Quebec. The Privy Council in London decided in favour of the federal government in 1931.⁸³

The second dealt with the matter of public versus private control. In March 1932, the Bennett government appointed a Special Committee on Radio Broadcasting.⁸⁴ Representations were made by owners and operators of commercial radio stations and by those favouring public control

over radio broadcasting. Among the latter was a submission by the Canadian Radio League prepared by Wallace and Corbett.⁸⁵ The Canadian Radio League was a voluntary body which formed following R.B. Bennett's unexpected election victory. It advocated public control over radio broadcasting and mobilized a number of voluntary association leaders in a common defence against American cultural influence over radio.⁸⁶

Appended to the League's submission were the names of sixteen university presidents and eight provincial superintendents of education. Also endorsing it were the National Conference of Canadian Universities and the Royal Society of Canada. The Radio League submission argued that a private system, however powerful or beneficent, could not "adapt its services to the requirements and opportunities of elementary school work." Nor could it ensure adequate time for adult education programs. According to the League submission:

There is no doubt therefore that a certain limited amount of adult education would be provided for under a private system of broadcasting in Canada up until the time should come - as it has in the United States - when evening hours would be considered too valuable from an advertising point of view to allow for straight educational programs. Then, of course, adult education of a consecutive and constructive character would disappear.⁸⁷

The issue was of sufficient concern to Wallace and Corbett that they each forwarded submissions to the Committee. Wallace's brief stressed the need for a "strong committee representative of Canada and not of special interests" which would be "effective in promoting mental stimulus to grown-up people."⁸⁸ Corbett described in

detail the contributions of the University radio station to the cultural life of Alberta and stressed the potential of a public broadcasting system for the development of "national ideals".⁸⁹

In May 1932, the Canadian Broadcasting Act was passed and the Canadian Radio Broadcasting Commission (CRBC) came into being. According to Troyer, the "new creature was born a cripple, an incomplete child of a classic Canadian compromise."⁹⁰ The Commission was mandated to develop a national program service and at the same time to regulate private broadcasting. It was to receive no government subsidies and was expected to raise funds solely from licence fees costing \$2 - \$3. Since its employees were civil servants - the CRBC was not an independent corporation - it was subject to the wishes of the government. Moreover, states Faris, "those who had hoped for appointments of non-partisan Commissioners were disappointed."⁹¹ The Commission chairman, Hector Charlesworth, was the editor-in-chief of

Saturday Night, a magazine generally sympathetic to the Conservative Party. Of the other two Commission members, Thomas Maher was a private station director who had served as a Conservative Party organizer in Quebec, and Lieutenant Colonel W.A. Steel was a close friend of Bennett's brother-in-law, W.D. Herridge.

By this time, CKUA broadcasts were subject to severe interference in the evenings from large American stations. There was no restriction on station power or the choice of frequency modulation until 1939 when an international accord (the Havana Convention) was reached. When the

University first began broadcasting, its coverage extended beyond the province's boundaries. By 1930, effective coverage had been reduced to a 100 to 125 mile radius from Edmonton and numerous complaints of interference were directed to the Department. To counter this problem, the Department arranged simultaneous broadcasts of its lectures with Red Deer station CKLC beginning in October 1930.⁹² The telephone line charges were paid by the owners of CKLC, the Alberta Pacific Grain Company. However, this arrangement did not include programs other than lectures and the University had lost most of its audience in the south.

Despite these difficulties, broadcast time in 1930 was extended to 18 hours per week over a ten-month period from September to June. The station added a library of gramophone records and began broadcasting operas for the first time. In the 1930-31 session, lecture series on English Literature and Canadian History were introduced. Print material for each series was provided free of charge by the Department and approximately 2,000 persons made requests for such material. A similar program on French Phonetics for the schools was organized in the following session with over 1,400 students participating. By the 1931-32 session, the number of lectures had increased to approximately 500 and, in addition to its musical programs, the station conducted a fortnightly series of plays. It had also participated in chain broadcasts with the CNR transcontinental program and a universities' program organized by Wilfrid Bovey of McGill University and the National Council of Education.⁹³

In March 1932, Corbett reported to Senate that the department continually received complaints "from country points stating that the University programs cannot be heard at all, or that the powerful stations in the States interfere during the evening hours."⁹⁴ In December 1931, the Senate Committee on Radio Broadcasting had considered accepting fees for its broadcasts in order to upgrade the station's power capacity.⁹⁵ An offer had been made by the National Loan Corporation but the Committee decided that revenue from this source "would not justify the possible danger of being accused of commercialism." The Committee rejected a similar offer from radio station CKLC in February 1932, on the grounds that the goodwill held by Albertans to the University might be jeopardised by the acceptance of commercial programs.⁹⁶ It also expressed concern that were CKUA to become commercialized, it would then be forced to pay contributors to its programs.

With the deterioration of the University's financial position in December, Wallace wrote to Hector Charlesworth asking that the CRBC take over CKUA as its station in northern Alberta.⁹⁷ Wallace stated that the University station had made a most important contribution to the community life of Alberta especially in rural areas. However, with the heavy reduction in appropriations, many of the University's services would have to be reduced or discontinued and, "any curtailment of this particular aspect of our extension activities would be very regrettable."⁹⁸ He proposed that CKUA broadcast all programs developed by the CRBC with the University continuing to operate during

periods not required by the Commission.

The Commission did not respond immediately to Wallace's proposal. The station ceased broadcasting in May 1933.⁹⁹ Wallace wrote again to Charlesworth in July stating that the educational work of CKUA could be "of more than purely provincial significance" were the Commission to take over the station.¹⁰⁰ Premier Brownlee informed Charlesworth that the provincial government supported Wallace's proposal and asked that the Commission give assistance to the University station.¹⁰¹

In September, the Commission visited Edmonton and held discussions with Corbett and Wallace. According to Corbett, it was only the Commission's assurance that "the University had a very definite place to fill in provincial broadcasting"¹⁰² that plans were made to resume programming. The Commission informed Corbett that the station required technical improvements to meet CRBC standards. Following a successful appeal by Wallace to the Premier for funds amounting to \$1,600, the University recommenced broadcasting in November.¹⁰³

Wallace's proposal to the CRBC was no different from that which the CRBC had already agreed to with other stations. Nevertheless, in November the CRBC selected Edmonton station CJCA as its basic station in northern Alberta. The CRBC informed Corbett of this decision by telegram without giving reasons.¹⁰⁴ Wallace's proposal, in fact, was not officially acknowledged until February 1934, when Colonel Steel responded that it was under advisement.¹⁰⁵ By this time, according to Corbett, the University had lost interest and had successfully developed a means by telephone

of broadcasting its lectures over other Alberta stations.¹⁰⁶

The rejection of the University's proposal incensed E.A. Weir, the Commission's Director of Programmes, who described the CKUA program as "infinitely superior to that of any other station in Canada."¹⁰⁷ Weir was not able to determine the reason for the Commission's decision. Nor were Peer or Faris, both of whom have examined the politics of broadcasting during the period.¹⁰⁸ Possibly the Commissioners were subject to the influence of R.B. Bennett, a man who had expressed hostility to the University two decades earlier and still maintained enmity toward Tory. In 1935, Bennett dismissed Tory as Chairman of the National Research Council on two days notice. According to Corbett, "it had taken Bennett twenty-five years to catch up with 'that man Tory' as he was want to call him. He waited a long time to avenge himself upon a man who had defeated him too often and too thoroughly in Alberta."¹⁰⁹

A more plausible explanation is the general ineptitude of the Commission and its lack of interest in educational broadcasting. According to Weir, the work of the CRBC was characterized by a "lack of co-ordination and loose administration."¹¹⁰ Since Weir was ultimately dismissed by the CRBC, his description of its work may be said to be biased. But it is in accord with Troyer's analysis and that of David Ellis who described the CRBC as doomed to failure from its very inception due to serious financial, administrative and political weaknesses.¹¹¹ Corbett described the University's experiences with the Commission as "anything but happy. To begin with, it is impossible to get replies to either wires or letters."¹¹²

Corbett's experience, according to Faris, was shared by many leaders of voluntary associations advocating the development of education broadcasting.¹¹³ The supporters of public and educational broadcasting had adopted a 'wait and see' attitude following the formation of the Commission. However, the CRBC failed to promote educational broadcasting, despite its avowed intention to do so. Corbett's critique of the Commission's programs was a harsh one.

The sort of people who delight in crooners, cowboy yodellers, jazz orchestras, old-time fiddlers and red-hot mammy torch songs are well supplied by local commercial stations and the Radio Commission and are therefore no part of our concern.¹¹⁴

In addition to administrative difficulties and its failure to develop educational broadcasting, the CRBC faced public discontent over its slow rate of expansion. The Radio League had been dormant since 1932 but lobbied the opposition Liberal Party in 1935 when it became apparent that an election was to be held.¹¹⁵ In October, MacKenzie King was returned to power and six months later the Liberal Party established a Special Broadcasting Committee. As a result of the work of this Committee, the Canadian Broadcasting Corporation was formed in June 1936. Its regulatory powers were the same as the old Commission's but the Corporation was given financial autonomy and the freedom to hire and manage its own staff. The Corporation was made responsible to an unsalaried, nine-member Board of Governors chaired by Leonard Brockington. The Board selected Gladstone Murray, the Director of Public Relations of the BBC, as its first General Manager.

Having failed to secure an agreement with the CRBC in

November 1933, Corbett arranged broadcasts of lectures over CJOC Lethbridge, CKLC Red Deer and CFCN Calgary with occasional coverage later provided also by CFAC and CKXL Calgary.¹¹⁶ The telephone line charges were paid by Alberta Government Telephones.¹¹⁷ Although limited to the lecture program, this system, known as the Foothills Network, provided coverage across the province.

The station continued to operate over a shorter period during the year (from October to May) but its weekly broadcast time increased to approximately 50 hours. The number of lectures declined to roughly 350 in the 1934-35 session but recovered to over 500 in the following session. By means of a program known as Farmers' Forum, approximately 100 to 120 lectures on agricultural topics were provided annually from the 1932-33 to the 1935-36 session. A number of innovative programs were introduced. Among these were Science Question Box, a program which examined science topics raised by listeners, and Round Table Discussion, group discussions by University staff and students on such matters as law and politics. The music program expanded following a donation by the Carnegie Corporation of records and a gramophone machine valued at \$2,300 in September 1934. A year later, the Extension Department and the Provincial Department of Education organized school broadcasts on Canadian History and French Language and Literature for grade 10 and 11 students in 50 high schools.¹¹⁸

Despite these developments, the lack of funds made it virtually impossible to expand the work of the station. According to Corbett, it was "a case of marking time."¹¹⁹

By 1935, CKUA coverage had reduced to a 60-mile radius from Edmonton. Its role as a provincial station by 1936 was restricted to approximately 10 hours of lectures each week over the Foothills Network. The station was now dependent upon the Alberta government, which provided the telephone lines for the system and upon the interests of commercial radio stations.

Without an infusion of funds to increase its broadcast capacity, some form of accommodation with the newly-established Canadian Broadcasting Corporation, or an arrangement with the provincial government, CKUA was destined to be a local station.

Music, Art and Drama

Wallace's assessment of the state of the University in March 1932, drew attention to the increase in dramatic and musical productions over CKUA and the growing interest in art and drama in the province. He expressed regret that due to the prevailing financial conditions the University was not able to provide systematic instruction in art, music and drama.¹²⁰ In altered circumstances, Wallace would surely have instituted intramural instruction in these subjects. According to the President, it was the business of the University:

to organize more fully, as finances permit, the training which is still somewhat inchoate and add to the quests in which the University engages that which the modern world much needs - the search which finds its satisfaction in the appreciation and realization of beauty.¹²¹

Wallace's goal was partly fulfilled when the Carnegie

Corporation approved a submission prepared by Corbett in February 1932.¹²² Corbett's proposal called for music recitals and lectures in rural areas with funds for the adjudication of rural music festivals and the exhibition of paintings from the National Art Gallery and the Edmonton Art Association accompanied by lectures. The submission stressed the development of drama through the purchase of plays for distribution by the Department, assistance in play production within the secondary schools, prizes for the best plays written and produced in the province and adjudication for the Provincial Dramatic Festival and rural productions. Responsibility for all of the fine arts activities was to be placed with Elizabeth Haynes, the Director of Dramatics, assisted by a stenographer. In order to help defray travel costs, a fee of 25¢ was to be charged at each music recital and illustrated lecture.

The promotion of music appreciation was the weakest element of the fine arts program. It was limited to the payment of a \$25 adjudicator's fee for approximately twenty school and regional music festivals and the arrangement of one or two lecture-recital series on such topics as The Development of Instrumental Music and Composers in their Workshops over CKUA each year.¹²³

The development of the art extension program was due partly to the work of the Calgary Institute of Technology and Art which had been established in 1916 following the Calgary College report. The Institute's participation followed an impassioned plea by its principal, W.G. Carpenter, to Wallace in June 1932.¹²⁴ Carpenter indicated that

the Institute had fulfilled one of its objectives. It had "placated a feeling of injury which was once keen in Calgary." Some of the hopes of the Institute had been destroyed, he stated, when the University established a Department of Household Economics and a School of Accountancy. Carpenter expressed concern that the same case would occur in the arts. He wrote:

I am fearful of this recent move that it will tend to underpin our hopes and divert interest that may leave the Institute out of the picture entirely for many years to come. There is a danger that the University with its prestige and accumulated influence may so completely overshadow this newer institution, that expansion of its influence along these lines may be out of the question for a generation or more.

This would be a bitter disappointment to me for I have set high hopes on a wider influence of the Institute than that of merely helping a man earn a living.¹²⁵

Staff of the Institute regularly offered non-formal art classes during the summer but the Institute itself did not have the funds to support an extension program.¹²⁶ However, its Art Department did possess expertise not held by the University. As a result of Carpenter's petition, a sub-committee of the Carnegie Committee was formed in September.¹²⁷ The sub-committee consisted of Carpenter as chairman and two members of the Art Department, H.G. Glyde and A.C. Leighton. The sub-committee was made responsible for art extension work in the southern half of the province and for providing lectures to accompany the art exhibits throughout the province.

In the first year, a collection of National Gallery paintings and two by Alberta artists were displayed in over

to locations to approximately 20,000 persons. At these displays lectures were given. Due to packaging requirements, the art exhibitions were restricted to places accessible by rail. Demand was so great from remote country districts, according to Corbett, that a used truck modified to accommodate pictures and prints was purchased in the following year. Exhibits included over a dozen collections by Alberta artists, Chinese embroidery, and sets of prints from a collection of 2,000 prints donated by the Carnegie Corporation in 1933. These prints together with the lantern slides were presented in smaller communities not having a suitable hall to display original paintings. During the 1933-34 session over 90,000 persons viewed the exhibits.¹²⁸

In the 1934-35 session, the Institute sub-committee organized in the southern part of the province handicrafts exhibitions in co-operation with the Alberta Handicrafts Guild and the technical schools.¹²⁹ These were accompanied by lectures and were displayed in 26 locations with attendance exceeding 20,000. Several district handicrafts guilds were organized as a consequence of the exhibits. Art extension work followed the same pattern in the north, although the art displays were restricted to Edmonton and the larger rural centres due to the costs involved in the handicrafts program and its use of the only vehicle capable of taking exhibits to the smaller communities. Nevertheless, attendance exceeded 55,000.¹³⁰

The success of the art program was due, in the cities and larger towns, to the close co-operation of the Normal

Schools, the Edmonton and Calgary Museums of Art, the agricultural colleges and various arts societies. In the country, the Department relied upon its traditional base of support which included the churches and schools, U.F.A. and U.F.W.A. locals, Women's Institutes, and community groups which borrowed from the Library and Visual Instruction Divisions. In turn the art program, according to Wallace, benefited these groups and the public at large.

The interest which has been shown is remarkable. The attendance at the showings, even in the smallest centres in the midst of winter, has been unexpectedly large. The newer movements in art have gained sympathetic response and there has been stimulus to creative endeavour to depict the local forms in scenery and man's culture.¹³¹

The promotion of drama was the principal thrust of the fine arts program. Corbett's decision to focus on drama was due to the availability of Haynes and what he described as the development of an "intense" interest in drama within the province since 1929.¹³² The Depression had forced the closure of most of the cinemas in the smaller towns. This led to the formation of hundreds of drama groups as rural Albertans sought to develop local resources of education and entertainment.¹³³ The increased interest in drama was also the result of work by the Alberta Dramatic League, which became the provincial affiliate of the Dominion Drama Festival, a national voluntary body formed in 1930 to promote little theatre in Canada.¹³⁴ The League was closely associated with amateur theatrical groups in the province and had held an annual Provincial Drama Festival since 1929. Its work was hampered by inadequate finances and the lack

Corbett's proposal and offered to promote the drama extension program.¹³⁵

Wallace reported that the requests for assistance and offers of co-operation from drama groups within a week of the announcement of the grant were so great that they might "embarrass the resources of the Department."¹³⁶ That they did not was due to Haynes' commitment and energy. Haynes described herself as "the Provincial Drama Director in the University's Department of Extension" and in that capacity she stated, "I visited towns, I lectured, I read plays, I demonstrated, I taught, I travelled an average of 17,000 miles a year."¹³⁷ The work in drama, however, did require Corbett's assistance and from 1932 to 1936 it together with radio work received most of his attention. In addition, Theodore Cohen, a professional actor from Edmonton and a law graduate of Alberta, assisted in a part-time capacity in the second and third years of the grant.

Haynes' work consisted generally of giving advice on play production and lectures to school and community theatrical groups. Over the three-year period, she assisted in the production of plays in over 150 communities, many of them isolated communities. In addition, Haynes provided advice by mail to an average of 400 drama groups and 300 individuals each year. The Department also circulated plays from a collection of 1,500 purchased in 1932 and a range of bulletins prepared by Haynes on such topics as "Notes on the Production of a Play" and "Some Suggestions for the Reading of Poems".¹³⁸

Another important element of the drama program, entitled

the "Carnegie Trust Fund Play-writing Competition" was introduced in the first year. Its purpose was to promote indigenous play-writing. Approximately fifty plays were entered in the competition each year. Adjudication was provided by professor R.K. Gordon, Mrs. R.C. Wallace and Professor S. Adam of the Architecture Department. This was a significant development at a time when, according to Robertson Davies, theatre in Canada was still dominated by American and British theatrical productions.¹³⁹

According to Wallace, the results of the first year "indicated that there was a real need for this work. The response has been amazingly wholehearted in all parts of the country districts. The most fundamental work has been done in the field of drama."¹⁴⁰ Corbett attributed a doubling of entries in the Provincial Drama Festival to this work.¹⁴¹ However, he noted as the most noteworthy experiment the establishment of a summer school at Banff advertised as "The University School of Drama - Under the auspices of the Carnegie Foundation".¹⁴² The school was to be the most significant outcome of the fine arts program.

The school was planned by Corbett and Haynes, the Director stated, in response to the growing insistence throughout the province for an intensive course in the arts related to the theatre.¹⁴³ The Banff School was conducted over a three-week period in August with instruction by Cohen and Haynes on such subjects as Staging, Costumes and Play-production. Corbett reported to the Carnegie Corporation that the expected attendance had been from 75 to 100 but with an enrolment of over 200, most of whom were rural

school teachers, plans had already been made for a similar school in 1934.¹⁴⁴

The School was extended to four weeks and the fees increased from \$1 to \$5. The enrolment at this and the succeeding school was 230 and 182. With the increase in fees, the curriculum expanded to include Voice and Speech, Stagecraft, Lighting and Folk Song. Instruction was provided by Haynes and Cohen and, in 1935, additionally by Roy Mitchell, Wallace House and Jocelyn Taylor from the Drama Department of New York University.¹⁴⁵

The Carnegie grant expired in August 1935 but was extended for a two-year period beginning in January, following a submission by Wallace and Corbett.¹⁴⁶ The continuation of the School was therefore guaranteed for another two years. While the Banff School would grow in importance over the next ten years under the direction of Cameron, many of the factors which were to contribute to its success were already in place. The location of the School in Banff was to serve as an inducement for visiting artists in lieu of higher salaries. The procedure of inviting specialists to the School had already been instituted. The Department had in its possession a vast collection of plays, prints, and handicrafts. Many indigenous plays had been written and produced. The School had been a success in the worst stages of the Depression. Presumably, financial conditions could only improve.

* * * * *

In December 1935, the President drew to the attention of Senate the work of the Department of Extension.¹⁴⁷ Of particular note was the increasing popularity of the radio station and the success of the fine arts program. He stated,

"There is nothing to compare with our Extension Department in all of Canada."¹⁴⁸ Clearly, the work of the Department had suffered during the Depression years and would certainly have accomplished less without Carnegie funding. However, it had become, in Wallace's terms, "the cultural force in the province."

In retrospect, Wallace was to describe the work of the Department during the Depression as "the sheet anchor to windward in the days of adversity."¹⁴⁹ The Department suffered severely from the Depression but its role in the University and the province increased in importance. In 1933, a publication by a Committee of the Faculties of the University described the Department as "an important element in the life of the province" which had fostered both intellectual and artistic interests throughout Alberta.¹⁵⁰ This view was confirmed in the first national survey of adult education conducted in 1934 under the direction of Peter Sandiford of the Ontario College of Education. The Sandiford Report revealed the great diversity of adult education provision in Canada and, within Alberta, the dominance and pre-eminence of the Department of Extension.¹⁵¹ In an address to the University in November 1935, Wallace listed the work of the Department and described its role:

Throughout the Extension Department, the University maintains contact with the province at large which is of great value to the University and which is much appreciated throughout Alberta. It has striven to be the cultural agency [for] those who are not studying at the University, but who are carrying on their own cultural and aesthetic interests in their own homes.¹⁵²

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FOOTNOTES FOR CHAPTER VI

1. Wallace had also served as the Commissioner of Northern Manitoba (1918-1921) and as Commissioner of Mines and Natural Resources (1926).
2. "Annual Report of the President" in Annual Report of the Board of Governors, 31 March, 1936, p.37.
3. "Inaugural Address of the President" 10 October, 1928, in Annual Report of the Board of Governors, 31 March, 1928, Appendix I, p.1.
4. Proceedings of the 13th National Conference of Canadian Universities, 22-24 May, 1929, p.26.
5. "A Message from the President of the University of Alberta", 15 November, 1935, p.1.
6. "But is it Education?" op.cit., p.396.
7. Wallace served on the Canadian Committee on Museums established by the Carnegie Corporation in 1933, and as president of the Alberta branch of the Canadian Handicrafts Guild from 1931 to 1936. Wallace served on the National Gallery Trustee Committee in 1930 in order to "link the work of the Gallery with the whole adult education movement." Wallace to E. Brown, 7 November, 1930.
8. The National Conference of Canadian Universities first examined adult education as distinct from extramural and summer credit work in 1929 due to Wallace's effort. Ref., Tory to Dr. G.H. Ling, 31 October, 1928 and G.H. Ling to Tory, 2 November, 1928.
9. Wallace was president of the National Conference of Canadian Universities in 1934. The Symposium on Adult Education which led to the formation of the Canadian Association for Adult Education was linked to the NCCU Conference following Wallace's intervention. Ref. Wallace to Dunlop, 14 February, 1934.

10. Corbett, E.A., "Adult Education", Appendix H. NCCU Proceedings, 22-24 May, 1929, p.57.
11. Ibid., p.59.
12. Corbett, E.A., "The Use of Radio by the University". NCCU Proceedings, 30-31 May, 1932, p.19.
13. Corbett, E.A., "The Lethbridge Community Life Conference". 29 October, 1934. Mimeograph. Department of Extension Files.
14. Statement of Revenue and Expenditure, 1929.
15. Min.Board Gov., 6 July, 1928.
16. Min.Board Gov., 22 September, 1930.
17. Min.Exec.Board Gov., 28 September, 1932.
18. Annual Report, 31 March, 1937.
19. Statements of Revenue and Expenditure, 1929-1936.
20. Min.Exec.Board Gov., 17 March, 1931.
21. Brownlee to Wallace, 22 July, 1931.
22. Brownlee to Wallace, 25 November, 1931.
23. Min.Gen.Fac.Coun., 31 December, 1932.
24. Annual Report of the Board of Governors, 31 March, 1933.
25. Statement of Revenue and Expenditure, 1934.
26. Statement of Revenue and Expenditure, 1936.
27. Sen.Min., 14 May, 1934.

28. Memorandum for R.C. Wallace, 6 November, 1934.
Wallace Papers.
29. Hardy, W.G., "Reminiscences", in No Small Plans,
ed. E. Motherwell (private publication, July,
1971), p.115.
30. Cameron, D., The Impossible Dream, (private publication,
August, 1977), p.73.
31. Annual Report, 31 March, 1933.
32. Statements of Revenue and Expenditure, 1929 to 1930.
33. Sen.Min., 31 May, 1931.
34. Annual Reports, 1932 to 1936.
35. Annual Reports, 1931 to 1934.
36. Annual Report, 31 March, 1936.
37. Ibid.
38. Annual Reports, 1929 to 1936.
39. Brown, H.P., "Report on the Film Situation in the
Department of Extension", October 1936. Mimeo-
graph. Department of Extension Files.
40. Ibid.
41. Annual Report, 31 March, 1930.
42. Annual Report, 31 March, 1931.
43. Annual Report, 31 March, 1932.
44. Beard, J.R., op.cit., p.54.

45. Annual Report, 31 March, 1935.
46. Sen.Min., 14 May, 1935.
47. Annual Report, 31 March, 1935.
48. Annual Report, 31 March, 1936.
49. Annual Report, 31 March, 1934.
50. Annual Report, 31 March, 1936.
51. Annual Reports, 1932 to 1936.
52. Canada, Department of Trade and Commerce, Dominion Bureau of Statistics, Survey of Libraries in Canada, 1935. (Ottawa: King's Printer, 1936); Beard, J.R., op.cit., p.54 ff.
53. Montgomery received a fellowship from the American Library Association to study the country library scheme in England and Scotland in the winter of 1932.
54. Montgomery to H. Stewart, 27 February, 1935. See Morison, C.K., "Helen Stewart" in Pioneers in Adult Education in Canada, ed. H. Rouillard (Toronto: Thomas Nelson and Sons, n.d.), pp. 49-54.
55. Montgomery to H. Bletcher, Librarian, Lethbridge Public Library, 15 January, 1935.
56. Ibid., 7 December, 1934.
57. Ibid., 25 April, 1935.
58. Ibid., 25 July, 1935.
59. Montgomery to K. Martin, 13 November, 1935.

60. Annual Reports, 1928 to 1936.
61. Annual Reports, 1929 to 1930.
62. Annual Reports, 1931 to 1932.
63. Annual Report, 31 March, 1933.
64. Annual Report, 31 March, 1936.
65. Annual Reports, 1928 to 1936.
66. Annual Report, 31 March, 1932.
67. Annual Report, 31 March, 1933.
68. Cameron was one of six Canadian adult educators to receive a Carnegie travel grant to study Scandinavian adult education. The grant was administered by Morse Cartwright, the Director of the American Association of Adult Education, and Wallace.
69. Friesen, J., "Folk Schools in Manitoba" in Adult Education in Canada, ed. J.R. Kidd (Toronto: C.A.A.E., 1950), pp.117-121; Moore, A., "Adult Education in Denmark" Adult Learning, III, 5 (March, 1939), 14-18.
70. Ibid., p.118.
71. Sandiford, P., ed., Adult Education in Canada: A Survey (Toronto: University of Toronto Press, 1935), Introduction, pp.10-11.
72. Annual Report, 31 March, 1935.
73. Annual Report, 31 March, 1936.
74. Ibid.

75. University of Alberta, "Radio Program, Station CKUA"
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March, 1929.
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Sir John Aird, Chairman (Ottawa: King's Printer,
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78. Weir, E.A., The Struggle for National Broadcasting
in Canada. (Toronto: McClelland and Stewart,
1965), p.91 ff.; Prang, M., "The Origins of
Public Broadcasting in Canada", Canadian Historical
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80. Corbett, E.A. and Macleod, H.J., "Submission to the
Royal Commission on Radio Broadcasting", 24 April,
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81. Report of the Royal Commission on Radio Broadcasting,
op.cit., p.6 ff.
82. Faris, R., The Passionate Educators: Voluntary
Associations and the Struggle for Control of
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(Toronto: Peter Martin Associates, 1975), p.65.
83. Ibid., p.67.
84. Ibid., pp.67-68.
85. Canadian Radio League, "Memorandum on Radio Education",
21 May, 1932, typescript. Ref. A.B. Plaunt to
Wallace, 14 March, 1932. Wallace Papers.
86. Faris, op.cit., pp.65-77.
87. Ibid., p.2.
88. Wallace to Chairman, Parliamentary Committee on Radio
Broadcasting, 6 April, 1932.

89. Corbett, E.A., "Brief for Parliamentary Committee".
1 April, 1932, p.9. Typescript. E.A. Corbett
Papers.
90. Troyer, W., The Sound and the Fury: An Anecdotal
History of Canadian Broadcasting. (Toronto:
John Wiley and Sons, 1980), p.50.
91. Faris, op.cit., p.70.
92. Annual Report, 31 March, 1931.
93. Annual Reports, 1931 and 1932.
94. Annual Report, 31 March, 1932.
95. Min.Sen.Com. on Radio Broad., 11 December, 1931.
96. Ibid., 15 February, 1932.
97. Wallace to H. Charlesworth, 23 December, 1932.
98. Ibid.
99. Annual Report, 31 March, 1934.
100. Wallace to Charlesworth, 20 July, 1937. Provincial
Premiers' Papers. Government of Alberta Archives.
101. Brownlee to Charlesworth, 27 July, 1933.
102. Annual Report, 31 March, 1934.
103. Exec.Com.Board Gov., 12 September, 1933.
104. Corbett to E.A. Weir, 24 November, 1933. Ref., Peers,
F., op.cit., p.572 ff.
105. Corbett to Weir, 9 February, 1934.

106. Annual Report, 31 March, 1934.
107. House of Commons, Special Committee on Radio Broadcasting, Minutes of Proceedings and Evidence, 13 April, 1934, p.477. Cited in Faris, op.cit., p.84.
108. Peers, op.cit.; Faris, op.cit.
109. Corbett, Henry Marshall Tory, op.cit., p.179.
110. Weir, op.cit., p.204.
111. Troyer, op.cit., p.50 ff.; Ellis, D., Evolution of the Canadian Broadcasting System: Objectives and Realities, 1928-1968. (Ottawa: Ministry of Supply and Services, 1979), p.9.
112. Corbett to Weir, 9 February, 1934.
113. Faris, op.cit., p.84.
114. Corbett, E.A., "Planned Broadcasting for Canada". Radio talk. Typescript. 13 April, 1936.
115. Faris, op.cit., p.71 ff.
116. Annual Report, 31 March, 1934.
117. The cost to the government for the period from October 1, 1934, to May 15, 1935 was \$5,590, an amount which excluded the operating costs of the station to the University.
118. Annual Reports, 1934 to 1936.
119. Annual Report, 31 March, 1935.
120. "Report of the President" in Annual Report of the Board of Governors, 31 March, 1931, p.53.
121. Ibid., p.53.

122. Min.Board Gov., 24 March, 1932. Corbett, E.A.,
"Outline of Activities Based upon a Possible
Grant of \$10,000." 3 February, 1932. Typescript.
Department of Extension Files.
123. Annual Reports, 1933 to 1936.
124. Carpenter to Wallace, 18 July, 1932.
125. Ibid.
126. Cameron, D., Campus in the Clouds. (Toronto:
McClelland and Stewart, 1956), p.14 ff.
127. Annual Report, 31 March, 1933.
128. Annual Reports, 1933 and 1934.
129. Annual Report, 31 March, 1935.
130. Ibid.
131. "Report of the President" in Annual Report of the
Board of Governors, 31 March, 1934, p.34.
132. Corbett, E.A., "Outline of Activities Based upon a
Possible Grant of \$10,000." op.cit., p.1.
133. Corbett, E.A., We Have With Us Tonight, op.cit.,
p.97 ff.; "The Lethbridge Community Life
Conference", op.cit.
134. "Outline of Activities Based upon a Possible Grant of
\$10,000", op.cit.; Sandiford, op.cit., chapter
VII, pp.1-9.
135. G. Edwards, Secretary of the Alberta Dramatic League
to Corbett, 28 February, 1932. Corbett had
consulted with the League prior to developing
the proposal to the Carnegie Corporation.
136. "Report of the President", in Annual Report of the
Board of Governors, 31 March, 1932, p.77.

137. Haynes, E.S., "The Theatre in Alberta" in Learning and Society, op.cit., pp.51-52.
138. Annual Reports, 1933 to 1935.
139. Davies, R., "Fifty Years of Theatre in Canada", University of Toronto Quarterly, 50, 1 (Fall, 1980), p.73.
140. "Report of the President" in Annual Report of the Board of Governors, 31 March, 1933, p.77.
141. Annual Report, 31 March, 1933.
142. Corbett to R.M. Lestor, 13 February, 1934.
143. Annual Report, 31 March, 1933.
144. Corbett to Lestor, 13 February, 1934.
145. Annual Reports, 1934 and 1935.
146. Exec.Com.Board Gov., 30 December, 1935.
147. Sen.Min., 13 December, 1935.
148. Ibid.
149. Cited by Cameron, D., "The Work of the University of Alberta and the Provincial University in relation to Extension Work", Proceedings of the NCCU, 8-10 June, 1953, p.24.
150. Committee of the Faculties of the University of Alberta, The University of Alberta, op.cit., p.18.
151. Sandiford, op.cit., Chapter III, p.26 ff.
152. Wallace, R.C., "A Message from the President of the University". Typescript. 5 November, 1935, p.3.

CHAPTER VII

A PERIOD OF TRANSITION, 1936-1945

In October 1936, the provincial cabinet confirmed Dr. W.A.R. Kerr as Wallace's successor. He had served as Acting president while Tory was overseas in 1917-1919 and as Dean of Arts and Science since 1914. Kerr did not complete his term of office but resigned in May 1941, under controversial circumstances, and was succeeded by Dr. R. Newton, Dean of the Faculty of Agriculture, who continued in office until 1950.

Kerr was committed to the idea of the University as a provincial institution. It was "the daughter of the province and the keystone of its cultural structure."¹ Kerr accorded the University three primary functions:

It is the storehouse of impartial knowledge;
it is the scientific arm of the Government;
it is the latter's medium for the training
of the professional classes which increase
inevitably as year by year our civilization
grows more and more complex.²

Extension work was considered subsidiary to these functions but "of a very high social value; its scope only limited by the amount of money we have available to put into it."³

Newton also considered the University a provincial institution and was a much more ardent advocate of extension work than Kerr. He had been engaged in such work since his appointment as professor in the Department of Field Husbandry in 1919. The general objective of the institution was "to make Alberta a better place to live" by "serving the people

in a practical way."⁴

According to Newton, in addition to promoting the material well-being of Albertans, the University must be concerned with spiritual, cultural and intellectual needs since the primary purpose of education was the development of a sound Christian character. This was to be achieved by

the inculcation of the best in English culture, that complex of ideas, customs, beliefs, that heritage of art, music, literature, and above all, law and religion, that make up our glorious tradition.⁵

For the University to fulfil its mandate, extension work was essential. Newton's view was reinforced by what he saw as the increasing complexity and ever-changing nature of the personal, social and civic responsibilities of Albertans.⁶ He attributed the growing importance of adult education to these factors and considered provincial adult education development as "the special care of the Department to promote."⁷ Newton also saw extension work as academically and politically beneficial to the University. This view was undoubtedly influenced by political circumstances immediately preceding its expression, as we shall see, but it was entirely consistent with Newton's stance toward extension work throughout his term of office:

Few universities have been more successful in reaching out to people at large, bringing to them such of the fruits of intellectual activity as may be disseminated by the means at our disposal Suffice it to say that popular appreciation and cordial support of provincial government departments ... indicate that this work is helping to solve the cultural problems of the people, problems every whit as important to a good life as those pertaining to the development of material resources.

There must be no wall between the University and the community. Isolation is as bad academically as it is politically.⁸

Kerr entered upon his duties, according to Johns, under what appeared to be the best auspices since the worst effects of the Depression seemed to be over.⁹ Nevertheless, Kerr faced a number of problems of which the most pressing had been enumerated earlier in the year by Wallace. In assessing the state of the University for the Premier, Wallace drew particular attention to the need for salary increases, an improved staff pension plan, a new building to house the library, and increased funding for the Department of Extension, the Provincial Health Laboratory and the Alberta Research Council. The Extension Department had "suffered heavily in staff and services" since 1932. It required an increase in appropriations and capital expenditure for the radio station "in order to maintain efficiency."¹⁰

By 1936, the worst phase of the Depression had indeed passed but agricultural productivity remained at a relatively low level until 1939 because of severe drought conditions.¹¹ Since agriculture was still the province's base industry, the government was faced with a shortfall in revenue. This exacerbated an already serious financial situation caused by massive debts accumulated during the Depression years. Government budgets between 1936 and 1939 were strict austerity budgets. By 1939, the government had been forced to default or otherwise call moratoria on debt payments exceeding \$12 million. While the war stimulated the economy and brought an end to the Depression, the provincial economy still operating under a deficit structure

was geared to the demands of war. It was not until oil discoveries were made at Leduc following the war that the economy entered into an expansionary phase.¹²

By Kerr's last year as president, most salary levels had been restored but the conditions outlined by Wallace generally prevailed throughout Kerr's tenure and the first four years of Newton's presidency.

Under Newton, the work of the University was increasingly directed to furthering the war effort. By 1942, the campus had taken on the appearance of a military academy with most of the students and a number of the faculty and staff undertaking military training in the CTOC and the University's Auxiliary Battalion, Air Training Corps and Naval Training Division. In addition to an increase in scientific and medical/pharmaceutical research, a number of programs were established with the armed forces. Among these were medical and dental testing programs in conjunction with the Army Medical Corps and a nutritional laboratory with the Air Force. The Faculty of Medicine provided short courses in military medicine for medical officers and civilian doctors and the Department of Electrical Engineering organized courses for army and navy radio mechanics and operators.¹³

Most of the Department's programs suffered from budget constraints and many were heavily dependent on external funding. The Department's major contributions to the war effort - the Canadian Legion Educational Services in Alberta and film circuit schemes in conjunction with the National Film Board and the Wartime Information Board - were extern-

ally funded. While the Banff School of Fine Arts was financially self-sufficient by the end of the war, it survived largely because Kerr had been able to secure private funds for its support. The radio station became increasingly dependent on the provincial government for its program content and its operating costs and, in 1944, ownership of CKUA was transferred to the provincial government. The under-funded library service had lost considerable ground by the end of the war.

The most significant development during the period was a reappraisal of the role of the Department of Extension in the University and the province. Beginning in the 1940s, the increasing sophistication of agricultural technology forced weak or undercapitalized farms out of business.¹⁴ The farm population declined and the labour force underwent a transition from rural agricultural to urban commercial and industrial.¹⁵ In 1941, 32 per cent of Albertans resided in urban areas but by 1951 this figure had increased to almost 50 per cent.¹⁶ It had become apparent by 1945 that farmers were no longer as powerful as a political and social force in the province relative to other sectors as they had been. The Department maintained a close association with rural Alberta, but served increasingly a more sophisticated, developed and diversified economy in which over two-thirds of the labour force was employed in the government, service, trade and industrial sectors by 1951.¹⁷ The number and range of short and refresher courses offered by the Department increased markedly beginning in the 1940s.

Many of these were specialized and required faculty participation. It was clear by the early post-war era that the Department was to serve increasingly the teaching and research functions of the University.

The need for the reappraisal of extension work was due even more so (directly and indirectly) to the political and administrative policies of the Social Credit government. In August 1935, the Social Credit Party gained 56 of the Legislature's 63 seats. The U.F.A. was never again to be a political force in the province. The Depression years were characterized by a decline in market prices for agricultural commodities and a heavy burden of farm debts. An economic climate had been established favourable to the Social Credit doctrine which attacked federal control over financing and banking - the prairie farmers' traditional nemesis - and advocated the distribution of "social dividends" to all citizens based upon the amount of national resources and their potential productive power. The latter became known as "funny money" or "scrip" but was an appealing election promise.¹⁸

The Social Credit victory was due to the impact of William Aberhart, a charismatic lay fundamentalist preacher. A gifted speaker with a shrewd mind, Aberhart successfully employed radio as a means of disseminating his economic policies. Aberhart also linked his economic policies to the teachings of the Gospel. According to Caldarola, "the strong infusion of religious values permeating the Social Credit programme made a political

fight against it extremely difficult, for any opposition was seen as opposition to God Himself."¹⁸ Aberhart's success was due not only to the support of an increasingly powerful Christian fundamentalist movement which he himself had stimulated but also to an almost universal belief in Aberhart's integrity and ability to fulfil his campaign promises, a belief which was shared by both the urban and rural population.

Aberhart's views, as we shall see, were viewed with some disquietude if not alarm by the federal government and the Canadian Broadcasting Corporation which repeatedly blocked the transfer of CKUA's broadcasting licence to the provincial government for fear that the station would be put to use for partisan political broadcasts by the Social Credit government. Aberhart's political policies were also viewed with some disfavour by the University Senate, which refused to grant him an honorary degree in 1941. This led to the first public assessment of the University and the Extension Department in twenty-eight years.

Under the Social Credit regime, a number of government services either conflicting or viewed by the University as having the potential to conflict with the Department's work were established. In 1938, the provincial Department of Agriculture organized an Agricultural Extension Service and, in 1944, the Department of Education an Audio-Visual Aids Branch. Furthermore, the government played an instrumental role in the formation in 1943 and funding of an Alberta Council on Adult Education

whose purpose was to stimulate the development of adult education in the province through the formation of local, voluntary adult education councils.²⁰ These developments together with a government review of the University in 1942 and the loss of the radio station in 1944 served as the catalyst for the reappraisal of extension work and led the Senate to re-examine the relationship of the Department to the field of adult education in the province.

Management, Funding and Staffing

The management, funding and staffing of the Department were influenced significantly by the report of a committee appointed by the government to review the state of the University.²¹ The report, a watershed in the history of the University, stemmed from the refusal of the Senate to grant an honorary degree to Premier Aberhart.

On May 12, 1941, the Senate Committee on Honorary Degrees unanimously recommended to Senate that Premier Aberhart be granted the degree of Doctor of Laws for his contributions to the field of education. Following lengthy discussion and repeated balloting, the Senate refused to endorse the Committee's recommendation. The official position of the Senate was that since it had been informed of the Committee's recommendations only a week prior to Convocation, it was opposed to the granting of any honorary degrees that year. It stated that, in future, the Committee's recommendations were to be made at the fall rather than spring meeting of Senate.²²

The Senate's official position was untenable since it had for over thirty years routinely endorsed the Committee's recommendations at a meeting held on the morning of Convocation itself or the preceding day. Recipients of honorary degrees were, therefore, informed of the Committee's decision in advance of Senate approval. Aberhart had already been told of the award by the Chairman of the Board and had been asked by Kerr to deliver the Convocation address.²³

The Senate's decision was described in the Edmonton Bulletin as an

absurd affair [which] appears to be one of the most despicable tricks, one of the most tactless fiascos and one of the most undignified procedures ever to occur in the Dominion of Canada.

The committee of the Senate that recommended Mr. Aberhart for the degree realized his tremendous service to education. The full Senate, small and full of malice, could only see a political opponent.²⁴

The Bulletin's portrayal of the Senate's motivation is, on the available evidence, an accurate one. The substance of the discussion is not recorded but the decision appears to have been based on faculty disapproval of Aberhart's political policies.

Neither the University's records nor the Aberhart papers provide evidence of the Premier having interfered with the workings of the institution.²⁵ The Senate Committee had described Aberhart's attitude to the University in the following fashion: "Ever since his accession to power he has shown himself a warm friend of higher education and of the Provincial University of

Alberta."²⁶ In his memoirs, Newton described the University's relationship to both Aberhart and his successor E.C. Manning, as "always cordial even if they did not give us all we asked."²⁷ When G.F. McNally, the Deputy Minister of Education and a member of Senate was asked by Aberhart whether the decision was one of political reprisal, McNally recalled that "nothing had been said against him as being unworthy of the honour, but extreme bitterness had been shown in regard to his political policies."²⁸

The repercussions of the Senate decision were both immediate and far-reaching. On May 20, Kerr wrote to the Lieutenant-Governor in Council citing the "unfair and unjust" action of the Senate which had left him no other choice but to tender his resignation.²⁹ The Chairman of the Board, H.H. Parlee, followed suit the same day but Parlee was induced by Aberhart to continue as Chairman of the Board following McNally's intervention.³⁰ Neither Parlee nor Kerr were subject to pressure by the government to resign but McNally feared "that the charge will be made that these men were forced to resign because of the displeasure of the Government."³¹ In addition, McNally suggested to Aberhart that Kerr be invited to remain for a definite period on the grounds that the government wished to

study certain matters, e.g., the government of the University, whether the courses offered are the ones calculated to best serve the people as a whole, whether we can afford, in war time, to continue all the faculties we have at present, and similar questions.³²

The Senate's decision culminated in a review of the University by a committee appointed by the government in August 1941.³³ The mandate of the Survey Committee was broader than that first envisaged by McNally. It encompassed matters raised with Aberhart by a disgruntled former faculty member, Dr. W.H. Alexander, the foundation professor of Classics.³⁴ Alexander advocated the abolition of Senate since "it never had any real value in the life of the University", although it had "recently shown its possibilities for mischief." He suggested strengthening the Board of Governors to counterbalance the excessive authority and arbitrariness of the president, traits which he stated had been particularly manifested by Tory and Wallace.

Alexander argued further that, with the formation of the Department of Extension, the connection between the University proper and the public had become very tenuous. Ottewell had travelled the province "as an omniscient lecturer" as had Corbett and a large number of citizens thought that they were the University. According to Alexander, a review of extension work and the institution's relationship to the general public was needed.³⁵

In explaining the need for a review of the University, the government indicated that claims had been made that the University was "out of touch with the great bulk of the people of the province" and that concern had been expressed regarding the high cost of the institution. The Committee was instructed to examine all facets

of the University, to determine its place within the province's educational system and consider the extent to which the University could serve the cultural needs of the people and promote agricultural and industrial development in the province.³⁶

The Survey Committee consisted of the Chairman of the Board of Governors, President Newton, Professor F.G. Winspear of the Accountancy Department, the Deputy Minister of Education, the Superintendent of Schools and the Secretary-Treasurer of the Alberta Teachers' Alliance. Following the receipt of submissions from all the faculties and schools, the Department of Extension, the Alumni Association, the Alberta Research Council and 29 organizations in the province, the Committee presented its report to the government in February 1942.³⁷

The Survey Committee Report was to provide the framework for the post-war development of the University. The Report outlined a detailed plan for the expansion of the University's physical facilities, an increase in its faculty complement and improvements in the institution's research capacity. It recommended that all teacher training in the province be placed under the direction of the Faculty of Education and that a Calgary branch of the University be established. The Report served also as the basis for a new University Act passed in 1942.

The new University Act altered the size and function of the Senate. The academic functions previously dis-

charged by the Senate were transferred to the General Faculty Council. The Senate was reduced from 54 to 25 members, 16 of whom were statutory and 9 appointed by the statutory members. The Director of Extension was designated a statutory member. The Senate was given the function of "acting as a bridge between the University and activities of the province." Its purpose was to "enhance the usefulness" of the University by making recommendations to the Board of Governors and the various Faculty Councils on any matters it considered important to the institution. The newly-constituted Senate included the President, two representatives of the General Faculty Council and one of the Dean's Council but with the transferral of the academic function to the General Faculty Council, the effect of the University Act was to remove control of the Department of Extension further from the academic staff.³⁸

Under the terms of the Act, the Department of Extension was entrusted with "the general function of contributing to the educational and cultural advancement of the people of the Province at large." The Department which had ostensibly been under Senate control since 1912 was made "subject to supervision by the President and control by the Board of Governors."³⁹

While the Department was empowered to organize and conduct any activities authorized by the Board, the Act for the first time stipulated the functions of the Department. This was an important development since the Act remained in effect with only minor amendments

for over twenty years. The Department was empowered:

- i. to organize and conduct study groups, short courses, refresher courses, special schools, conferences and demonstrations
- ii. to organize and produce radio programmes and arrange for speakers and performers.
- iii. to co-operate with other institutions or bodies including departments of Government ...
- iv. to use as instructors and speakers ... members of the University staff
- v. to maintain an extension library of books for ... the people of the Province at large and particularly for people in smaller centres and rural districts of the Province.
- vi. to maintain supplies and equipment for visual education.⁴⁰

A significant aspect of the Survey Committee report was its assessment of the work of the Department of Extension and the recommendation regarding its future role. On the matter of serving the cultural needs of the province, the Committee reported that "at no point did [it] receive more submissions than on the importance of intensifying the work of the Department of Extension." Submissions to the Committee were commonly accompanied by expressions of appreciation for the work of the Department and particularly the extension activities of the Faculty of Agriculture. A number of submissions called for the introduction of credit correspondence courses and the increased use of the radio station and of public lectures. Several briefs requested study group programs in sociology and economics and short courses, special schools and conferences on the arts, community leadership, professional development and co-

operative management.⁴¹

The Committee recommended against the introduction of credit correspondence courses citing insufficient demand to justify the costs. In addition, it felt that the need was reasonably met by Queen's University.⁴²

The Committee was "heartily in favour of substantial expansion" of the Department. It recommended that the Committee on University Extension be reactivated and that the Committee on Radio Broadcasting launch a more active program. The Report described the funding of the institution as "depression financing". It proposed a one-third increase in the Department's budget and a strengthening of its staff complement by the addition of an assistant director, an agricultural secretary and an instructor in political economy and sociology. Lastly, the Committee stressed that extension work was the responsibility of the entire institution.

While the major portion of the work may always have to be done by the Extension Department directly, it is desirable to guard against building up in effect two universities, one serving the people at large and the other the intra-mural students. So far as is possible, the Extension Department should act as an organizing link between the whole University and the people.⁴³

The Department's allocation from the government grant in the 1941-42 session was \$28,600, a figure roughly \$1,000 less than in the 1936-37 session. Department revenue increased over the same period from approximately \$9,000 to almost \$24,000 but most of this was consumed by increasing operating costs and by growing

annual budget deficits incurred by the radio station and the Banff School of Fine Arts, which by the 1942-43 session amounted to almost \$10,000. As a consequence of the review, the Department's budget for the 1942-43 session increased by approximately a third to over \$37,000. By 1945, the financial situation had significantly improved due to an increase in revenue generated by the slide/film service during the height of the war, the transfer of the radio station and the self-sufficiency of the Banff School.⁴⁴

The staff complement (exclusive of radio broadcasting personnel) increased from 17 to 22 in 1943 and to 25 by 1945. With improved funding, the Department was able for the first time since 1928 to employ both an agricultural secretary on a full-time basis and an Assistant Director.⁴⁵ Cameron was appointed Assistant Director in September 1936 and, following Corbett's resignation, became Director in April 1939.⁴⁶ M.C. Crosbie, a graduate in Economics and Agriculture of the University, served as agricultural secretary on a half-time basis from 1936 to 1940 when he resigned to take a position with the provincial Department of Agriculture. The work was entrusted to C. Kenway, a lecturer in the Field Crops Department, until October 1941, when Silvan Hillerud, a graduate in Agriculture of the University, was appointed. Henry B. Mayo, a graduate of Dalhousie, was appointed assistant to the Director in September 1940. He enlisted in the R.C.A.F. a year later. In July 1943, Frank Peers, a graduate in arts of the University, joined the Department

as Assistant Director.

In November 1942, the Senate Committee on University Extension which had been dormant under Kerr was reactivated.⁴⁷ However, it did not hold its first meeting until October 1944.⁴⁸

In February 1944, it had become apparent that, due to financial circumstances, the radio station was to be transferred to the provincial government. Newton described in Senate the impending loss of the station as a situation in which the University was "confronted with another modern development without the necessary resources to be competitive." Newton pointed to "a weakening of the ties between the public and the academic staff of the University with the possible exception of the Faculty of Agriculture" and the tendency of the Department to operate independently of the faculty. The President noted further that due to the increase in the number of requests for courses of a highly specialized nature, a re-assessment of extension work was required in which particular attention was to be paid to the role of the faculty. The Senate Committee on Extension was instructed to examine the role of the Department in the University and the relationship between the University and other institutions and organizations.⁴⁹

In February 1945, Newton presented on behalf of the Committee on University Extension a number of recommendations of which all but one were endorsed by the Senate. Recognition was given to specialized programs within the Department such as the Banff School, short courses and

the library and slide/film services which could not easily be handled by academic departments. These were to be continued, although the Senate noted that "some of these might profit, however, by closer association with academic departments if only to remove the danger of two different gospels being preached within and without the University."⁵⁰

The Department was to serve as the organizing agency of the University for extension work rather than "develop what amounts to a second university specializing in external teaching." In order to do this, the Director of Extension was made an ex officio member of every department with the stipulation that he or his designate was to attend at least one meeting a year in each department for the purpose of considering possible departmental contributions to extension work. All faculty members were to consider external teaching responsibilities as a necessary part of their work and each department was to provide an annual report on "external contacts" to the Extension Director.⁵¹

The Committee recommended that lectures be provided free of charge on an experimental basis. However, the Senate deemed it advisable to keep extension work on "a partly self-supporting basis" due to the rising costs of operating the University. Each program was to be self-financed apart from the salary costs of Extension Department personnel. As further justification for the requirement of fees, the Senate cited the University of British Columbia and the University of Manitoba, both of which maintained a fee for extension lectures. Exact

fees charged by the Department were to be negotiated with the organization concerned.⁵²

In its deliberations in October, the Senate Committee indicated the need for clarification of the relationship between the University and the provincial Departments of Health, Agriculture and Education, the Social Credit Board, and the Alberta Council on Adult Education. Ottewell stated that a central adult education service such as that provided by the University of Wisconsin was no longer feasible in Alberta. Newton stressed "the need to arrest the schism which was developing in the field of adult education, a field in which the University had pioneered but now was being rapidly taken over by external agencies." ⁵³

Of the agencies referred to, the Social Credit Board was the least significant. It had been established by the government in 1937 to promote the Douglas doctrine and its monetary policies and was concerned less with education than with propaganda. The Board of Governors viewed it as such and instructed all staff and faculty to refrain from participating in its lecture programs.⁵⁴ It was not a major force in adult education and was abolished in 1948 when the Social Credit doctrine was abandoned by the government in favour of more pragmatic fiscal and administrative policies.⁵⁵

The government departments cited had indeed become prominent in a field which was once the sole prerogative of the Department of Extension. This followed inevitably from the development of a public service infrastructure

by the Social Credit government and its commitment to "sound, honest, and efficient administration of the province."⁵⁶ At the same time, the government was aware of the increasing importance of adult education. Its action in forming an Alberta Council on Adult Education in June 1943, according to the Minister of Education, was due to

the need for adult education in this time of social reconstruction in order to strengthen the foundations of democracy ... and [the need to] direct the attention of the public to the vital importance of adult education, to co-ordinate the activities of a number of educational agencies now at work in this field, and to mobilize the personnel for leadership in this movement.⁵⁷

The Alberta Council on Adult Education consisted of representatives of government departments and some thirty organizations, including the University of Alberta, the Provincial Red Cross Association, the Alberta Teachers' Association, the Alberta Federation of Agriculture and the Alberta Women's Institute. Its purposes, among others, were to organize local community councils, co-ordinate the work of educational institutions, agencies, and organizations and promote the use of radio, film and public libraries. The Department of Education did not assume responsibility for the Council but it provided funds for the appointment of a Secretary, Leonard Bercuson, an Edmonton lawyer.⁵⁸

Within a year, Bercuson had organized volunteer community councils in sixteen locations including Edmonton, Calgary, Lethbridge and Medicine Hat. A number of these councils arranged evening classes in local schools. The

Council had already made plans for forming discussion groups in co-operation with Citizens' Forum and Farm Forum radio broadcasts.⁵⁹

Because of these developments, the Senate considered it necessary that the University's role in extension work be kept under constant review. The Department was instructed to co-operate with and utilize government departments and community adult education councils in the delivery of extension programs. The Senate recommended that "the internal organization of extension work be developed in such a way as to bring so far as possible the whole University in contact with the public." The Committee membership was re-constituted to include the President and Director of Extension as Chairman and Secretary, a representative of the library, two representatives of the Dean's Council and two non-university Senate members.⁶⁰

These decisions were endorsed by the Board of Governors in March.⁶¹ Cameron informed the Senate in October that he had met with the head of each department and that the recommendations had been put in effect.⁶²

It was apparent by 1945 that the range of programs traditionally offered by the Department was considered appropriate to the institution by both the government and the University but that in the future extension work would require closer monitoring. The change in internal governance which placed the Extension Department under the control of the President and the Board of Governors simply made statutory the arrangement which had existed

for thirty years. While the function of the Senate was now strictly advisory, it had taken steps to better ensure the integration of the extension, teaching and research functions of the University.

The Division of Visual Instruction

In March 1937, Cameron wrote that "no other province in Canada enjoys [film] facilities equal to those provided by the University of Alberta."⁶³ Cameron's assessment was based upon a 1936 survey on the use of educational and cultural films in Canada.⁶⁴ It was conducted by the National Film Society, a voluntary organization formed in 1935 to encourage and promote the study, appreciation and use of educational and cultural films. The survey noted that with respect to the regional distribution of films "the only work of any consequence" was that undertaken by the Department of Extension at the University of Alberta. It also revealed that most other Canadian universities made only minimal use of films in extension lecture work largely because suitable films were difficult to obtain, the exceptions being St. Francis Xavier and the newly-founded Department of Extension at the University of British Columbia which was in the process of organizing a slide/film service. The large-scale distribution of films by other Canadian universities was not to occur until 1942 when the National Film Board sought their assistance in circulating films in support of the war effort.

In the 1936-37 session attendance at slide/film

presentations exceeded 250,000 persons. The Department received requests from across Canada and the United States which, according to Cameron, "could not be complied with, with the exception of a few points in Saskatchewan and British Columbia and very occasionally one further afield [The North-West Territories] which we have been able to serve without prejudice to our Alberta patrons." With the assistance of H.P. Brown, the Department of Extension at the University of British Columbia was developing a similar service. The Department would soon, stated Cameron, be "relieved" of this work. The Department handled requests from border points in Saskatchewan until 1942 but its role was clearly seen as a provincial one.⁶⁵

Within the province the trend, Cameron stated, was "now definitely towards the school field."⁶⁶ A 1937 survey by the Dominion Bureau of Statistics on the use of slides and films in Canadian schools found the most significant and extensive work in rural areas in Canada was undertaken by the Department.⁶⁷ Film presentations were organized on a rotational basis in film circuits either by Department staff or teachers' associations formed specifically for this purpose. School children were to be the principal clientele group until 1942 when increasing numbers of adults sought information on the war through films.

Within a year of its formation, the National Film Society had established local film councils in a number of major Canadian cities including Edmonton.⁶⁸ Kerr

informed Cameron that he had ensured the local organizer of the University's sympathy to the Society and that he wanted no competition between it and the Extension Department.⁶⁹ While the Society continued to operate in the province throughout the war years, it was never a threat to the Department and actually aided its work. No more than four branches were in operation at one time and these made heavy use of the Department's film collection.⁷⁰

With grants from the Rockefeller Foundation and the British Imperial Trust, the Society deposited film collections in public libraries in 1941.⁷¹ In Alberta, the repository was the Department of Extension. It helped foster the growth of voluntary film councils of which 26 were operating in Alberta by 1945.⁷² All of these borrowed films from the Department. In addition, when the National Film Board (NFB) established rural film circuits in 1942, they were organized by Donald Buchanan. He had been the first secretary of the National Film Society before joining the National Film Board in 1939. In developing the NFB film circuits, Buchanan modelled them after the Department of Extension film circuits.⁷³

The work of the National Film Society was largely superseded when the National Film Board was established in May 1939. The promotion of tourism was the principal function of the Board but it was also given a broad mandate to co-ordinate and expand all government film work and advise the government on film production and

distribution.⁷⁴ Four months after the National Film Act was passed, Canada entered the war. Under wartime conditions, films acquired a new significance. They served to mobilize support for the war and as a means of entertainment, industrial and military training, and information on developments in the war. According to Gray,

documentary films could bring the events of World War II home to Canadians and secure their active co-operation in bond campaigns, salvage, Red Cross work, recruitment and other activities that needed full public support. It was imperative to inform, to motivate and to involve people everywhere in the country and films were the best available tools to do this job.⁷⁵

The task of the NFB was to mobilize the motion picture industry in support of the war effort. By 1941, it had built up a wide circulation employing the theatre systems in Canada and overseas but its work did not extend to rural areas where there were few commercial cinemas and in which half of the population resided. In January 1942, the NFB and the Wartime Information Board instituted a system of rural film circuits. Since the NFB lacked an extensive distribution system, it requested the assistance of provincial education and university extension departments.⁷⁶

The heads of these agencies were appointed regional Film Board agents and were authorized to hire projectionists and supervise their work. In the Maritimes, the work was conducted by the Audio-Visual Services Branch of the Nova Scotia Department of Education and the Audio-Visual Bureau of the Fredericton Teachers' College. In

Quebec, the English-language service was directed by Macdonald College and the French-language service by the government's Cinéphotographic Branch. In Saskatchewan, NFB work was conducted by the newly-formed Films Branch of the provincial Department of Education. Elsewhere the work was entrusted to the Extension Department of the University of British Columbia, the Adult Education Division of the University of Manitoba, the Ontario Agricultural College and the Department of Extension at the University of Alberta.⁷⁷

In Alberta, three rural film circuits were organized in January 1942, under Cameron's direction. Within three months seven were in operation, five of which had full-time projectionists. The purpose of the circuits, according to Cameron, was to provide "public information on Canada at War with special emphasis on Citizenship." In the following year, nine circuits were formed, each with a full-time projectionist and, in 1944, three industrial circuits were added. The work was supervised by Brown and organized by the Department of Extension. Attendance at the Film Board showings in 1942 exceeded 110,000 and over each of the next three years averaged 300,000.⁷⁸

A substantial increase in the circulation of the Department's film collection coincided with the formation of the Board circuits. Annual attendance increased from 150,000 in the 1940-41 session to 660,000 in the 1942-43 session. In addition to a general increase in interest in films of all sorts, there was a constant demand

for films on the war. The most popular of the Department films were such Film Board series as "Canada Carries On" and "Canada at War". In 1943-44 the demand for NFB films exceeded the supply. The Film Board began distributing its films directly to organizations and the Department's purchases were reduced by three-fourths. Attendance declined by over 300,000 but recovered in the 1944-45 session when the Department received films on loan from the Film Board. The last three years of the war was a period of phenomenal interest in films with attendance at NFB and Department showings close to 1,000,000 each year.⁷⁹

In May 1944, the provincial Department of Extension established an Audio-Visual Aids Branch.⁸⁰ Most of the Department's stock of films, filmstrips and slides relevant to school children was purchased by the Department of Education. In 1945, film libraries were established at Edmonton, Calgary, Medicine Hat, Lethbridge and Drumheller Public Libraries through the assistance of the NFB.⁸¹ With these developments, Cameron had expected a decided drop in circulation: that this did not happen, he stated, pointed to the greatly increased demand for films and "the necessity of these other sources of supply to supplement the service from the Department."⁸²

The Library Division

By the end of the war, public libraries had been established in all of the cities and approximately a third of the smaller towns and villages.⁸³ But cond-

itions remained essentially the same for rural Albertans with only 4 per cent having access to public libraries. The government made no attempt to improve public library services between 1936 and 1945 although the provincial department of Education did increase its funding for school libraries beginning in 1937.⁸⁴ Despite the continued demand for books from country areas, the Department library service had lost ground by 1945. The circulation of open-shelf literature remained relatively constant but the number of persons annually borrowing books from the regular travelling library service declined from over 26,000 to less than 10,000.⁸⁵

According to Cameron, there were a number of reasons for this decline, the more significant being an increase in inexpensive (drugstore) paperbacks and the establishment of circulating libraries among district schools.⁸⁶ Unstated, however, was the fact that the library service was simply not as important in the Department as radio work, the fine arts program and the slide/film service. This was reflected in the library budget which at times was not sufficient to maintain, much less improve, a book collection which had deteriorated during the Depression.⁸⁷

Faced with a limited book purchase allowance and following the Department of Education's decision to increase its school book purchases, the library stopped ordering juvenile books in 1937.⁸⁸ This led to a steady decline in requests from schools. The demand for adult books, particularly on technical and scientific subjects,

increased throughout the period but the library was unable to respond adequately due to a limited number of books on these subjects.

In June 1941, the RCAF took over the Edmonton Normal school for training purposes. The library was moved from campus and located in the basement of the provincial courthouse. During the ten years that it had been housed in the Normal School, stated Montgomery, the library had become a unit largely working by itself making its own contacts with the public.⁸⁹ She indicated the need for greater integration with the Department and an increase in funding to meet the needs of the community. The library received a budget increase following the war but, because of its highly specialized nature, it remained an essentially independent operation.

Schools, Study Groups, Lectures and Short Courses

In April 1937, Cameron informed Kerr of the directions he wished the Department to take in addition to maintaining existing services. He suggested: organizing tutorial classes in co-operation with the Workers' Educational Association (WEA); developing a circuit lecture program as a "co-operative community undertaking" involving both the University staff and local resources; and promoting a study circle movement for the purpose of "raising the general citizenship level" and leadership skills of Albertans.⁹⁰

The first of these suggestions emanated from a meeting with the General Secretary of the WEA, Drummond

Wren, whom he had met earlier in the year; the latter two can be traced to Cameron's experiences overseas in 1933 and the influence of the Scandinavian folk school on his philosophy of adult education. According to Cameron, the purpose of adult education was to mobilize educational leadership in order to improve the problem-solving capacity of people and their social, political and economic well-being.⁹¹ In an address to the Annual Meeting of the CAAE in 1938, Cameron listed the two essential "elements" of a successful adult education program. It must provide facilities for training community leaders and must organize a study group movement. By such means the purpose of adult education could be met.

It is through such a movement organized in response to the social, economic and political needs of the people that trained leadership can be made effective. It was such a movement that completely changed the status of the rural population of Denmark in the last century. It is a similar movement today which is bringing about in a quiet and orderly way a social revolution among the lobster fishermen and miners of Nova Scotia. It is such a movement organized around problems of primary interest to the people and carried out under the direction of trained educators and local leaders trained in adult schools, that offers a means of creating a national awakening in this country which will go far towards developing a new sense of responsibility and citizenship and a new competence in dealing with the problems of everyday life.⁹²

To fulfil this purpose, Cameron organized an Alberta School of Community Life at Olds in June 1937. Later that year he introduced a study group program.

The Alberta School of Community Life was a co-operative venture with the Department of Education and the Olds School of Agriculture and was partly financed by \$500 grants which Cameron secured from the Alberta Wheat Pool and the United Grain Growers. The School was a residential one of 16 days' duration which allowed participants to attend part or all of the program. A varying fee schedule from \$1 to \$16 applied. The School was intended for rural adults. All of the 81 registrants in the first School were from rural districts. The majority were farmers, teachers and housewives.⁹³

Cameron described the School as an attempt to adapt some of the Scandinavian folk school ideas to Western Canadian conditions. The curriculum focused on such subjects as citizenship, co-operative community planning, international affairs, drama, history and literature. Students were taught "proper study circle methods so that when they returned to their homes they will be able to give some leadership to groups in their home communities."⁹⁴ Great stress was placed upon teaching. Among the lecturers who were to contribute to the School were S.D. Clark and C.B. Macpherson from the University of Toronto and H.L. Stewart from Dalhousie University. The School's objectives were leadership training, the promotion of good citizenship and the improvement of community life.

The object of Alberta's School of Community Life will be the provision of a cultural course which will stimulate mental growth and development and which can serve as a background when dealing in a practical way

with the real problems of adult life in the community. In other words, its main objective, in the broad sense of the term, is Education for Life, training for leadership and good citizenship.

By an inspirational method of teaching, this school will seek to inspire, to stimulate, and to develop leaders of thought in rural and urban communities; to arouse a high degree of citizenship and consciousness and to place a greater emphasis on the spiritual values of life to the end that community life may be enriched for the benefit of the community, the province, and the nation.⁹⁵

The basic pattern of the School remained unchanged over the next five years. Attendance varied from a high of 123 in 1939 to a low of 68 in 1941. Due to improving employment prospects and travel restrictions imposed by the government in 1942, it became increasingly difficult to attract students to the School. It was discontinued in 1943.⁹⁶

As an alternative, the Department increased to four the number of community life conferences which it had instituted in 1940. These were modelled after the Olds School of Community Life, but of a duration ranging from 4 to 7 days, and were seen by Cameron as a means of "taking the school to the people." The first community life conference was conducted at Lake Saskatoon in the Peace River district. A second conference was organized at Gooseberry Lake in the Coronation-Monitor area in 1941. With the demise of the Olds School of Community Life, two additional conferences were held at Sangudo and Lake St. Vincent, near St. Paul. Four community life conferences were offered each year from 1943 to

A second opportunity to promote citizenship development and leadership training was provided in August 1937, when the Dominion-Provincial Youth Training Programme came into effect. A joint venture of the federal and the four western provincial governments, the Youth Training Programme was designed to provide work projects and short educational and vocational training programs to improve the employability, health and morale of unemployed persons between the ages of 18 and 30. In Alberta, the provincial and federal governments each contributed \$80,000 for the development of five projects (termed Schedules). Four of these either involved employment or were placement-oriented: a forestry project supervised by the Department of Lands and Mines; a program for training urban females for domestic service directed by the Institute of Technology and Art; a training and refresher program organized by the Department of Education; and, an agricultural program for urban youth supervised by the provincial Department of Agriculture.⁹⁸

The fifth (Schedule 'A') was an educational project for rural youth and was placed under the direction of the Department of Extension. The purposes of Schedule 'A', reported Cameron, were to build morale, provide an educational program having practical value, and aid in making farm life more attractive.⁹⁹ He also saw in this project an opportunity "to demonstrate the practical possibility of community schools organized on a co-operative basis between the community and an institution."¹⁰⁰ The success of the project was due to the considerable emphasis

placed on community involvement and to the selection of communities which were generally located in the most depressed areas of the province.

The procedure Cameron adopted was to form a community committee, consisting of "representatives of every social and community group in the district", with the aid of boards of trade and town councils. The committee was made responsible for advertising and for securing dormitories and teaching facilities which generally took the form of churches, community halls, and empty stores and houses. A residential school of two to three weeks duration with attendance ranging from 50 to 200 would be established with all costs covered by project funds.¹⁰²

Emulating the Scandinavian folk school the residential program "emphasized the social values in the art of living together" and courses were designed "to inspire students with a new sense of citizenship and a new appreciation of the possibilities of farm life." Among the courses offered were animal husbandry, farm mechanics, soils and field crops, home beautification, health, nutrition, and sewing. In addition to these, local demonstrations of livestock-judging, butter-making and cream grading and testing were arranged. A period each day was devoted to cultural and recreational activities including dramatics, community singing, debating, and lectures and films on art, history and travel.¹⁰³

The bulk of the teaching was provided by a field staff of 22 hired out of project funds. All were University of Alberta graduates in Agriculture or Household

sciences. Volunteer teaching assistance was also provided by district nurses and agricultural agents, doctors and lawyers.¹⁰⁴

In the 1937-38 session, 27 community schools were organized with attendance exceeding 2,600. Cameron described the results as having "generally exceeded the most sanguine expectations."¹⁰⁵ Project funding was increased from \$32,000 to \$40,000 for the 1938-39 session. Ten additional schools were arranged and attendance increased to over 3,700. The Schools, according to Cameron, were "filling a definite need in the field of rural adult education and should become a permanent part of a national policy in education."¹⁰⁶

A further development in the project was the establishment of a Continuation School at the Vermilion School of Agriculture in the summer of 1940.¹⁰⁷ This was a leadership training school modelled after the community schools but of a more intensive nature and covering a period of seven weeks. The 52 students attending the School were selected from those among the previous registrants of the community schools who showed potential capacity for leadership. Cameron saw this as an important development in rural adult education both as a means of stimulating community development and establishing contacts for future programs.¹⁰⁸

The number of community schools (34) and attendance (2,500) declined in the 1939-40 session. Cameron attributed this to "a feeling that the programme was in some way connected with the military", a feeling which pre-

vailed among communities with a high percentage of immigrants.¹⁰⁹ Although military drill had been introduced to the schools, the curriculum remained virtually the same as in the previous year.

However, the war was to have a substantial impact on the project. Since the war stimulated the economy, the conditions which led to the establishment of the Training Programme no longer existed. Extensive unemployment gave way to a series of labour shortages. The Department found it increasingly difficult to attract suitable instructors and sufficient numbers of students. The Continuation School was cancelled in 1941. In its last year of operation, 1941-42, 12 Community Life Schools were provided for 650 students.¹¹⁰

In the winter of 1937, the Department introduced a study group program. Four courses were offered: General Economics, Political Science, Social Planning, and Co-operation. Each consisted of a list of reference books, a study outline and mimeographed course material. Group members were charged a \$1 fee and lessons were forwarded weekly or fortnightly to M.C. Crosbie, the agricultural secretary. The course on Co-operation was prepared by the Workers' Educational Association in Toronto and supplied through the CAAE and the course on Social Planning by Watson Thomson, a Calgary teacher and WEA tutor. Some 200 students enrolled in the courses.¹¹¹

The WEA had established a Calgary branch in February 1937, with funds provided through the CAAE from the Carnegie Corporation.¹¹² At that time, Drummond

Wren met with Cameron and Dr. W.H. Alexander, then Dean of the Faculty of Arts and Science.¹¹³ Wren indicated that the WEA was not in a position to hire a tutor but that he hoped to secure additional funds from the Corporation for a tutor for "an experimental three year period."¹¹⁴ By then, he hoped that the University would be sufficiently interested and financially able to "take it under its wing." Alexander assured Wren that the University would take a sympathetic attitude to the proposed experiment "without any commitment on the part of the University as to future policy or financing."¹¹⁵

Cameron arranged for Wren to meet with officials of the Calgary and Edmonton Trades and Labour Councils. Wren's proposals for establishing tutorial classes were, according to Cameron, "enthusiastically received." Advisory committees were subsequently established and the WEA started classes in Calgary in November and in Edmonton the following year.¹¹⁶

Wren was not able to secure additional funds from the Carnegie Corporation. In 1938, the WEA in Alberta received a small grant from the central organization in Toronto and another from the federal Department of Labour on condition that unemployed men be allowed to attend its classes free of charge.¹¹⁷

In 1939, the Calgary and Edmonton branches sought a grant-in-aid of \$500 from the provincial government to be administered either directly or through the Department of Extension. The request stressed the "very special difficulties" encountered in Alberta due to the great

distance of the University from such industrial centres as Calgary, Lethbridge, Medicine Hat and Drumheller. The submission pointed to the tenuous financial position of the Association and noted that in Manitoba the government and the University provided 65 per cent of the cost for tutors, in Nova Scotia this cost was covered by the government, and in Ontario, the WEA received an annual government grant of \$10,000 through the University of Toronto.¹¹⁸

The government committee responsible for preparing the budget refused even to review the request.¹¹⁹ Aberhart's response was that the government was unable to provide assistance due to the difficulties it already encountered in funding the school system and vocational training.¹²⁰ Indeed, the government was faced with the need for financial constraint but it was also an unlikely source of funds for the WEA since the main opposition to the Aberhart government came from the trade unions which in a number of vituperative attacks condemned the government for introducing higher taxes, reducing the standard of living and departing from Douglas' original Social Credit theory.¹²¹ The WEA was never to receive funds from the Social Credit government.

While the WEA was unsuccessful in its attempts to raise funds, it received some assistance from the Department of Extension when, in September 1938, Watson Thomson was engaged as an assistant to the Director. Cameron informed Wren that this development did not signal the University's intention of "taking the WEA under its

wing." Thomson was to co-ordinate the study group program and serve as an extension lecturer but he "would be available for assistance and instruction in WEA classes in Calgary and Edmonton."¹²²

Under Thomson's direction, the study group program expanded to six courses and an enrolment in excess of 3,500 students. One of the additional courses, Psychology, was prepared by the WEA in Toronto. The second, on International Affairs, was developed by Thomson and broadcast on a weekly basis over CKUA. Thomson helped with the organization of WEA tutorial classes in Calgary and Edmonton. The five tutorial classes held in each of the two cities were attended by a total of 80 and 115 students respectively.¹²³

In August 1940, Thomson resigned and joined the British Ministry of Information. Thomson was disenchanted with the stress placed on developing the study group program rather than WEA work.¹²⁴ According to Cameron, Thomson's loyalties rested more with the WEA than with the Department.¹²⁵ Commenting on his departure, Kerr noted that it "was not worth wasting tears over."¹²⁶ Thomson's appointment had not substantially improved the fortunes of the WEA. While the number of study group courses doubled in the 1939-40 session, the number of WEA tutorial classes had declined by one. Of the academic staff, only Professor H.E. Smith of the Faculty of Education had served as a tutor. Thomson himself tutored but one class. Less than a dozen of the 438 study groups consisted of trade unionists. The

department, just as the WEA itself, did not have the resources to hire a person solely to promote workers' education.¹²⁷

The war was to have a substantial impact on both the study group program and the tutorial classes. The 1940-41 study group program was carried out under increasingly difficult conditions, according to Cameron, "as the war and war interests came to occupy a larger part of people's time." Many groups which had participated in the program now gave their time to the Red Cross and other activities in support of the war effort. The number of participants declined by half to approximately 1,500. By 1942, only 775 persons were enrolled in the program.¹²⁸

The decline of the study group program was due also to a high staff turnover and the general inability of the Department to prepare new course materials. The program was directed by five persons - Crosbie, Thomson, Mayo, Hillerud and Peers - between 1937 and 1945. Since 1939, the Department had become increasingly dependent on other organizations such as the CAAE, the Canadian Institute of International Affairs, The League of Nations in Canada and the (U.S.) Foreign Policy Association, for its study materials. In 1943, the most important study group activity was Citizens' Forum, a project newly-instituted and organized by the CBC and the CAAE. Approximately 60 groups were organized in the province and the Department served as one conduit for forwarding weekly reports to the national office of Citizens' Forum.

By 1945, over 90 per cent of the 450 sets of study material sent out by the Department were associated with this project.¹²⁹

In the 1940-42 session, the Edmonton branch of the WEA organized three courses which were tutored by staff of the University, but the Calgary branch failed to organize a course. Cameron attributed the failure of the tutorial classes in part to the increase in employment and "a general speed-up in all forms of industry, which leave the worker little energy for intellectual pursuits after his day's work is done." According to Cameron, there was a general lack of interest in continuing education on the part of a large number of industrial workers. He noted further, "it is almost certain that the old method of tutorial classes, though still valuable, will not meet the whole needs of workers' education." New methods - films and slides accompanied by speakers - were required.¹³⁰

In 1942, all efforts to establish tutorial classes failed and the WEA ceased functioning in Alberta.¹³¹

Clearly, the war had a substantial and largely negative impact on these programs. However, the war led to the founding of the Canadian Legion Educational Services (CLES), the work of which in Alberta was entrusted to the Department.

Following the outbreak of war, the Department of National Defence authorized the CAAE in co-operation with the Canadian Legion to develop an educational program for armed forces personnel in Canada and overseas.

The Canadian Legion Educational Services was thus established with funding being provided by the federal government. The purposes of the CLES were to enhance the educational and skill levels of service personnel and to improve their fighting efficiency. Among its programs were correspondence courses from primary school to university level, non-credit courses in technical and vocational subjects, a library service, film showings and lectures. Between 1940 and 1945, attendance at the lecture and film presentations exceeded 4,000,000 and the number of registrants in credit and non-credit courses was almost 300,000.¹³²

In developing the CLES in Canada, its director, Col. Wilfrid Bovey, sought the assistance of provincial education departments and the universities to work within military camps and garrison centres.¹³³ Responsibility for CLES work in Alberta was assumed by the Department in October, 1939.¹³⁴ In undertaking this work, Cameron enlisted the help of the provincial Department of Education, various school boards, and the Alberta Teachers' Alliance.

A limited service was established in the 1939-40 session. It consisted of courses in Conversational French to 80 enlisted men in Calgary, Edmonton and Lethbridge, the three garrison centres in Alberta. The program expanded the following year to include a library service, film presentations, courses in such subjects as Practical Electricity and Automobile Engineering, and school subjects leading to junior matriculation.

By 1943, 2,400 men were enrolled in correspondence credit courses and 600 in classes in such subjects as Pre-Aircrew Science, Pre-Aircrew Mathematics and German for servicemen. In 1944, the Department established libraries in 15 military bases, drawing materials from both the travelling library service and the Edmonton and Calgary public libraries.¹³⁵

By 1945, a number of changes had occurred in the work of the CLES in Alberta. While still nominally under the auspices of the Department, the CLES had since May 1944 been directed by Army Captain R.T. Dick who was appointed Regional Secretary. A full-time counsellor had also been appointed in 1944 to assist a steadily increasing flow of men from the service back to civilian life. CLES staff increased to five full-time and one part-time persons in 1945. During the year, over 3,000 service personnel enrolled in classes in some 35 subjects and almost 4,000 registered in correspondence courses in 74 subjects. Approximately 700 servicewomen enrolled in Handicrafts, Sewing, and Home Economics courses in preparation for a return to civilian life. Service personnel increasingly sought counselling on educational and employment opportunities following the war. A growing number of students were hospitalized veterans enrolled in correspondence and rehabilitation courses.¹³⁶

In March 1946, the CLES was transferred to the newly-established Department of Veterans Affairs. In Alberta, over 25,000 service men and women had enrolled in courses between 1940 and 1946. According to Cameron,

the work of the CLES was "a rather unique experiment in a national programme of education" which was "greatly appreciated by Service personnel of all ranks and all branches." ¹³⁷

Despite Cameron's intention to develop the lecture program, it did not expand. Between 110 and 150 lectures were delivered annually to audiences ranging in total from 9,000 to 11,000.¹³⁸ The lectures were given almost exclusively by Department staff. A more significant development was an increase in the number of schools and short courses organized by the Department. According to Cameron, emphasis was given to these rather than individual extension lectures in order to make more effective use of the faculty available.¹³⁹ The Department's annual reports beginning in 1941 cite a growth in the demand for courses of a specialized nature. In the 1941-42 session, nine short courses and schools were organized. By the last year of the war, this number had doubled.

Among the courses offered in the 1944-45 session were a Co-operative Conference, a Prospectors' Course and Refresher Courses in Pharmacy, Medicine, Soil Mechanics and Concrete, and Municipal Administration. In organizing these programs, the Department drew upon the resources of a large number of faculties and departments. An estimated 300 lectures were delivered by the academic staff in the 18 courses offered. The development of short non-credit courses closely related to the teaching and research functions of the University was to be an increasingly prominent feature of extension work following

the war.¹⁴⁰

Agricultural Extension

Soon after taking office, the Social Credit government faced serious financial difficulty. The province's economy rested on agriculture, a sector which was slow to recover from the depression and beset by continuing drought conditions. In order to improve agricultural productivity, the government established an Agricultural Extension Service in the Department of Agriculture in 1938. Previous governments had not systematically engaged in extension work although a very limited service had been provided under the direction of the Provincial Livestock Commissioner since 1913 and the Provincial Dairying Commissioner since 1917.¹⁴¹ The U.F.A. government had not developed an agricultural extension service since it viewed co-operative purchasing and marketing agencies such as the Wheat Board and the Livestock Pool as the principal means of agricultural development.¹⁴²

With the formation of the Agricultural Extension Service, the Department of Agriculture was made responsible for the organization of short courses, field days, demonstrations and radio lectures. It developed an agricultural information service which prepared and distributed agricultural bulletins and a field extension service which within six years employed 28 district agriculturalists and 3 home economists.¹⁴³

The minutes of the Committee on Agricultural Extension and Publications do not reveal the response by the

Faculty of Agriculture to this development. The record of a discussion between Dean Howes and President Kerr in October 1937 does indicate that Howes viewed this development with some relief. Howes stated that "the Faculty was too busy with its own research work to dissipate their [sic] energies on extension work."¹⁴⁴ He stated further that one of the reasons for the high reputation of the Faculty was the fact that it was not responsible for extension work apart from lectures and agricultural bulletins. This discussion had followed a meeting in September between H.A. Craig, the Minister of Agriculture, Howes, and Cameron regarding jurisdiction over the Dominion-Provincial Youth Training Program. At that time, Craig had expressed concern whether agricultural extension belonged within the domain of the Department of Agriculture or the University. Cameron and Howes both stated that the University had "no intention of invading an area which was claimed by the Department of Agriculture."¹⁴⁵

The entry of the provincial government into the field of extension did influence the work of the Department of Extension. Its Agricultural Information Bureau was closed in 1938 although the Department continued to handle requests for information thereafter. Nevertheless the Department and the government collaborated increasingly on a range of programs including community life schools, the Dominion-Provincial Youth Training Program, and refresher courses.¹⁴⁶

The relationship between the Faculty of Agriculture

and the Agricultural Extension Service was clarified at a meeting convened for this purpose in October 1941, by R.M. Putnam, the Deputy Minister of Agriculture and director of Agricultural Extension. Putnam was charged with preparing a brief for submission to the University Survey Committee and "was anxious that there should be general agreement of the policies recommended" with the University. The University was represented by Cameron, Dr. R.D. Sinclair, head of the Department of Animal Husbandry, and Dr. R. Newton who had succeeded Howes as dean the previous year.¹⁴⁷

It was agreed that extension work was to be undertaken primarily by the provincial Department of Agriculture with "specialist assistance provided whenever possible by the Faculty." Putnam affirmed the Faculty as the principal agency of agricultural research in the province. On agricultural publications, the University was accorded the sole right to publish original research material. Those of a popular nature were to be prepared and distributed by both the University and the government with the latter assuming all costs. A joint committee was formed to co-ordinate publications. The parties agreed that where a clear demarcation in the work of both did not exist, "the principle of institutional co-operation was to govern."¹⁴⁸

The subsequent relationship between the provincial Department of Agriculture and both the Department of Extension and the Faculty of Agriculture was described by Cameron as "close and most harmonious."¹⁴⁹ As an

outcome of the meeting, agricultural bulletins prepared by the University were henceforth of a more specialist and technical nature. The number ranged from 5,000 to 16,000 between 1942 and 1945, figures which were substantially less than the 26,000 recorded in 1941. The number of extension lectures, apart from radio talks, remained relatively constant at roughly 100 each year. Almost two-thirds were delivered in programs organized by the provincial Department of Agriculture.¹⁵⁰

Radio Broadcasting

In March 1937, Cameron described radio work at the University as far from satisfactory. The most pressing need was funding for technical improvements and program development. It was not, Cameron wrote, "a matter of pride to state that these programs cost the University nothing. If educational broadcasting is to be a force in the cultural life of the province, it is essential that adequate funds be provided." Radio was no longer a novelty; professionalism in programming was required to maintain an audience. He questioned how long the station could rely exclusively upon voluntary contributions. The station broadcast time was limited to only three hours a day, and Cameron asserted, "many people know nothing about the programs offered."¹⁵¹

The disbandment of the Foothills Network in 1936 was evidence of the incompatibility of educational and commercial broadcasting. In its stead, Cameron formed a more limited Alberta Educational Network through CFCN

calgary. This network operated until 1940 but the University found it difficult to obtain suitable broadcast time¹⁵² and Cameron later reported that he expected the arrangement to collapse at any moment.¹⁵³

In March, President Kerr met with the General Manager of the CBC, Gladstone Murray, who intimated that the CBC was prepared to assist the University station.¹⁵⁴ Following negotiations between Murray and Cameron, the University entered into an agreement with the Corporation in November in which CKUA was to broadcast CBC programs not released by its basic station, CJCA Edmonton. In turn, the CBC paid the University \$200 to broadcast a drama series produced by the CKUA Players.¹⁵⁵

As a result of this agreement, Cameron envisaged the objective of radio work over the next decade as "expansion and close co-operation with our national system, especially in its broadcasting for the Western Region [System]." ¹⁵⁶ Annual broadcast time was thereafter increased from roughly 800 hours in 1937 to over 2,200 by 1945 with the proportion of CBC programs increasing to over 40 per cent over the same period.¹⁵⁷

While improvements were made in programming, the station faced by 1939 "an ever-increasing fear of breakdown" of its technical equipment.¹⁵⁸ The state of the radio station was subjected to review by the Board of Governors that December.¹⁵⁹ The Board felt that the radio station had provided a valuable contribution to educational broadcasting particularly in the French and

German language broadcasts, its dramatic presentations, discussions of community problems and the training of Electrical Engineering students. However, the network arrangement was judged as unsuitable since the University programs were forced to compete for air time with commercial programs. The station equipment was described as obsolete and capable of only a limited mileage coverage. Kerr stated that without a capital expenditure of \$14,000 (later revised to \$25,000), the station "will have to carry on in an unsatisfactory manner in a developing field until such time as it is forced off the air." This was expected to happen that winter. The President was instructed to request assistance from the provincial government.¹⁶⁰

Kerr brought the matter to the attention of the Provincial Treasurer, Solon T. Low, but a reply was not immediately given.¹⁶¹ As a consequence of a financial crisis, the Legislature dissolved and an election called. Following the return of the Aberhart government, the Premier indicated to Cameron that the government was willing to provide \$25,000 for a new transmitter, subject to two conditions: that the station operate on a semi-commercial basis (i.e., advertising revenue be restricted to some programs) and that control of the station be transferred to the government. He stated that the University would be given all of the broadcast time it required and that the station would be operated in a manner similar to the Manitoba government station, CKY. Cameron responded that he "had long ago faced the

possibility of the station having to go commercial and was satisfied that it could be done." He suggested that a suitable arrangement would be the management of the station by a Board representing both the government and the University.¹⁶²

In June, Kerr described Aberhart's proposal to Gladstone Murray and asked "in strictest confidence" what would be the Corporation's attitude toward the transfer of the station to the provincial government.¹⁶³ Murray's response, according to Kerr, was encouraging, although the matter would require review by the CBC Board of Governors at a meeting later in the year.¹⁶⁴ In the interim, Kerr held further discussions with the Premier. Kerr reported to the Board of Governors in October that he had reached an agreement in principle with the Premier by which the government would refurbish the station and that its operation would be subject to a joint, six-member Radio Board. This agreement was ratified by the Board of Governors.¹⁶⁵

The Radio Board held its first meeting on December 5, 1940. The government had nominated Dr. G.F. McNally, Deputy Minister of Education, G.H. Monkman, Deputy Minister of Public Works, and D.E.C. Campbell, Provincial Government Publicity Commissioner. Representing the University were Newton, Kerr and Cameron, the latter two serving as chairman and secretary. Cameron reported that approval of a site for the new transmitter had been given by W.A. Rush, the federal government Controller of Radio, and that the necessary equipment had already been

ordered. The Radio Board then examined the feasibility of operating the station on a commercial basis. Cameron estimated a gross revenue of \$35,000 with an expected expenditure of \$33,000. The Board then agreed to develop the station on a commercial basis with Cameron being instructed to secure a commercial licence.¹⁶⁶

Cameron informed Rush of the University's intention to enter the commercial field at least on a semi-commercial basis beginning in March 1941.¹⁶⁷ Approval by the CBC Board of Governors was also required and a formal request was made to Murray. The Radio Board saw no difficulty in securing a commercial licence since the University's licence was a commercial one, although it had always paid a non-commercial fee.¹⁶⁸ In expectation of a favourable reply, the University advertised for a commercial manager in January.¹⁶⁹

In March, the CBC Board of Governors approved an increase in the station's power capacity to 1,000 watts but rejected its application for a commercial licence.¹⁷⁰ The CBC stated that a third commercial station in Edmonton was undesirable since it would eventually put CFRN out of business. The CBC argued further that commercial broadcasting would be detrimental to CKUA's effectiveness in the field of educational broadcasting. An appeal to the CBC Executive in April was rejected on the grounds that it did not have the power to alter the Board decisions.¹⁷¹

These were the ostensible reasons but the basis of the rejection was uneasiness over the possible use of

that station by the Aberhart government. The request for a commercial licence was met with hostility by a number of the Governors, one of whom "expressed considerable concern over the danger of the station becoming a private station for the Alberta Government."¹⁷²

Aberhart was a highly successful radio evangelist whose Sunday afternoon religio-political broadcasts over CFCN Calgary reached an estimated half-million people.¹⁷³ CFCN had been censured by Gladstone Murray on more than one occasion for broadcasting prohibited "dramatized political broadcasts" by Aberhart.¹⁷⁴ In turn, Aberhart had continuously complained to the CBC and to Mackenzie King regarding use of the Corporation for partisan political purposes by the federal government.¹⁷⁵ In addition, the Aberhart government had since 1937 conducted a vigorous attack against federally-controlled financial institutions which the Douglas (Social Credit) doctrine held responsible for an inequitable monetary system. According to Caldarola, provincial legislation designed to fight the financial institutions were

declared by the courts as ultra vires, disallowed by the federal government or reserved by the lieutenant-governor. Yet these invalidations were politically advantageous to the Aberhart government in that they tended to support its contention that the financial institutions and the federal government were the true enemies of the will of the people of Alberta.¹⁷⁶

J.S. Thomson, Murray's successor as CBC General Manager, later affirmed that "there was a good deal of

concern in Ottawa about the possibility of the new station becoming a private station for Mr. Aberhart's political purposes."¹⁷⁷ Newton countered that everyone closely connected with the matter at the University was confident there was no such danger.¹⁷⁸ In fact, the very problem which CBC feared was almost precipitated by its refusal to grant a commercial licence.

When Aberhart queried the decision, Mackenzie King responded:

No one will appreciate better than yourself how important it is, if the confidence of the public in the independence of the Canadian Broadcasting Corporation is to be maintained, that it should be kept free from any suspicions of political interference.¹⁷⁹

Aberhart's rejoinder reveals that the attitude of the CBC Board of Governors was understandable. He stated that King's suggestion of keeping the CBC free from any suspicion of interference was quite beside the point and that he had no objection to broadcasting a political address from a public platform. Aberhart argued further:

I think the rule of the Corporation is against free speech.... It is surely most ridiculous that I should be compelled to leave the public platform and go to the studio to give my Sunday afternoon broadcast while the leader of the opposition and other members of the governments throughout Canada are continuously broadcasting from a public platform political addresses. May I also respectfully suggest that you have not the full facts in connection with Station CKUA.... If you are satisfied to accept the information that you refer to as accurate, I have no way of proving to you that there is an injustice being done.¹⁸⁰

The Radio Board expressed extreme disappointment with the CBC decision. Cameron and Campbell were delegated to find alternate means of operating and financing the station.¹⁸¹ In February 1942, the Radio Board met to consider these options. A purchase offer from CJCA Edmonton was rejected and separate proposals for joint operations from CFRN Edmonton and CFCN Calgary were considered impracticable. An offer by the provincial government to pay for its use of broadcast time was accepted. The Radio Board decided that its only course of action was to co-operate with the government to the fullest extent in the release of its educational programs and at the same time "make every effort to have the CBC agree to the principle of subsidizing educational broadcasting." ¹⁸²

In November, Cameron suggested to the CBC General Manager, J.S. Thomson, that CKUA "affiliate" with the CBC as its educational and research station.¹⁸³ In December, Thomson met with the Radio Board. President Newton informed him that the provincial government had increased the station's annual grant to \$6,400 and assumed the yearly capital charges of \$3,000 as recommended by the University of Alberta Survey Committee. The Radio Board considered this an insufficient amount to cover the operating costs of the station and to engage in the type of work suggested by Cameron. It was anxious to arrive at some working arrangement with the CBC. Thomson proposed that CKUA become, in "association" with the Corporation, an experimental station

for the development of educational programs in the prairies. The Corporation was prepared to fund these programs and cover any additional staffing charges. In addition, the station was to remain under the control of the Department of Extension. A tentative agreement was reached based on Thomson's proposal.¹⁸⁴

Despite Thomson's assurance that the arrangement was simply an administrative matter, the proposal was reviewed by the CBC Board of Governors. It rejected the proposal "because it would be looked upon as a precedent under which other universities would claim the same assistance." Thomson stated that the CBC had never paid any station to carry on its programs and that the CBC Board did not want to be placed in this position because of the inevitable demand for similar treatment by St. Francis Xavier and Laval. The Chairman of the University Board of Governors, H.H. Parlee, described this attitude as "shocking" and suggested all three should receive some assistance. In response, Thomson stated that the CBC did not have unlimited resources.¹⁸⁵

The CBC Board had directed Thomson to make two counter proposals; to take over the station or to allow it partial commercial operation. The Radio Board refused unanimously to sell the station but decided to apply once again for a commercial licence despite what it considered the inconsistency of the CBC.¹⁸⁶

In April 1943, the CBC granted the University a commercial licence with the stipulation that annual

revenue not exceed \$25,000.¹⁸⁷ The Radio Board agreed to this even though its annual operating cost already at \$25,000 was expected to increase.¹⁸⁸ However, the CBC resolution forwarded by Thomson ten days later had an important addendum. The CBC stipulated that in the event CKUA was to take any existing business from CFRN Edmonton, the University's licence would be subject to cancellation.¹⁸⁹

Newton complained to Rush that this stipulation could only be a private one since it was not in compliance with any act or regulation.¹⁹⁰ The instruction, Newton stated, was "a surprise and seems wholly improper as well as illegal and unworkable." The Radio Board expressed its "unanimous resentment" at this instruction and sent a letter of rejection to Rush.¹⁹¹ It turned once again to the provincial government.

The actual operation of the station was not affected by these developments but the source of its programs had shifted markedly by 1943.¹⁹² Over 40 per cent of CKUA's programs were produced by the CBC with its drama productions twice that of the University and its agricultural talks three times the number. Of the programs originating at the station, over two-thirds were recorded music broadcasts. Most of the live broadcasts were produced by government departments including the Correspondence School Branch of the Department of Education, and the Departments of Health, Agriculture, and Trade and Industry. The faculty contributed to only three weekly programs on science, home economics and agriculture.

The students' contribution was a weekly news broadcast.¹⁹³

In January 1944, Newton informed the Radio Board that no further communication had been received from the CBC. He had discussed the matter with the provincial Cabinet which, anxious about mounting costs, suggested turning the station over to the government. The Radio Board agreed unanimously that this was the only alternative. The following resolution was forwarded to the government and the Board of Governors of the University:

1. That the radio station is already an extremely useful part of the University, and under the expanded programme contemplated by the Board should become a fine and powerful educational instrument;
2. That it is, of course, a fairly costly instrument, its minimum annual expense to the University being estimated now at \$25,000 with the prospect of this increasing as time goes on;
3. That since the funds for its operation must be provided by the Government, the Board cannot object if the Government prefers to operate it commercially through a Government department;
4. That if such is the Government's decision, the Board will, on advice to that effect, refer the matter to the Governors of the University, the present legal owners of the station;
5. That in any event the Board urges the Government to safeguard the present educational use of the station (not less than three hours daily, advantageously distributed, entirely free of advertising).¹⁹⁴

A special meeting of the Board of Governors was convened on March 28, 1944, to examine the resolution.¹⁹⁵ Newton informed the Board of a Senate resolution on the radio situation:

The Senate goes on record as desirous

that the control of the radio station CKUA be retained by the University and that the legislature provide sufficient funds annually to permit it to serve adequately the educational and cultural needs of the province. That, if changes in the administration of the station are necessary, the requirements of the University be adequately safeguarded and that the President be requested to present this resolution to the Minister of Education.¹⁹⁶

Newton then read a letter from the Acting Premier, W.A. Fallow, indicating that the government had not placed funds for the station in the estimates for 1945 in view of the Radio Board decision. Parlee expressed the opinion that although radio work was a useful and valuable part of extension work, "if it were to be a source of friction with the government, it should be advisable to accede to their request." Newton considered it a "step backward" for the University to lose the station, but felt that any form of compromise might lead to contention with the government and that this should be avoided. The Board agreed to the transfer of the station.¹⁹⁷

The University received a guarantee of three hours daily from Monday to Friday for its programs. In August 1944, a Radio Program Committee was formed by Newton to co-ordinate the University's programs.¹⁹⁸ The Senate Committee on Radio Broadcasting which had been dormant since 1941 was officially disbanded by the Senate in November.¹⁹⁹ On May 1, 1945, Alberta Government Telephones officially took over the radio station and two months later it removed the studio from the Power Plant Building. The government had not by then achieved the

licence transfer. The Department of Extension had lost its radio station and the government found itself in the anomalous situation of owning a station where the licence was held by the University.

Fine Arts

Following Cameron's appointment as Acting Director in April 1936, he extended the fine arts program. According to Newton, Cameron "directed more and more attention to the Banff School, until it became his major preoccupation."²⁰⁰ As a consequence of his 1933 study tour to Scandinavia, Cameron had developed a strong interest in the arts. He was impressed with the folk school and its stress on the arts for social and cultural development. Cameron also saw the potential of the Banff School as a national and international fine arts centre at least as early as 1937.²⁰¹ Moreover, Cameron later admitted to Newton that "his responsibility as Director was in many ways nominal and mainly confined to special arrangements" with respect to much of the Department's work.²⁰² Radio broadcasting, the library and the slide/film service were "already well-organized and independently managed." The Banff School became an outlet for his energies and a means to apply, if only in a modified form, the principles of the folk high school.²⁰³

Cameron's preoccupation with the School intensified during the war. The School became for him a symbol of democratic society. For a democratic society to survive,

its cultural institutions must be preserved.²⁰⁴ In describing the importance of the School, Cameron wrote:

It is encouraging to note that after a year of war with its horrors and sacrifices there is no lessening of the people's desire for those cultural forms which must be their heritage if they are to continue in the democratic way of life: they must be fostered and nourished, or the ideals for which Democracy is fighting will be lost.²⁰⁵

The second major step in the development of the Banff School was the inclusion of concurrent courses in music and art in 1936.²⁰⁶ The music course was conducted by Viggo Kihl, piano instructor at the Toronto Conservatory of Music. The art course was directed by H.G. Glyde, head of the Art Department of the Calgary Institute of Technology and Art. The art course was one which Glyde had given for a number of years at Kananaskis, 30 miles south of Banff, and had been relocated in Banff the previous summer. The art course was advertised as a co-operative arrangement between the Institute and the University. Institute co-operation was nominal only. It ceased in 1945 by mutual agreement between Newton and W.G. Carpenter's successor as Principal, James Fowler.²⁰⁷

Overall attendance at the School in 1936 was 116 in theatre, 22 in music and 46 in art. Classes in acting and eurhythmics were given to some 50 children. Enrolment in the music school was considered disappointing; it was not until 1945 that the number of music students increased substantially. The children's program ceased in 1938.²⁰⁸

Of the 46 art students, 24 had won scholarships covering the \$10 tuition fee at district competitions held in the spring.²⁰⁹ The awarding of scholarships became standard policy at the School. Cameron viewed scholarships as an economical and effective means of advertising the School and of increasing the quality of the student body.²¹⁰ They were also employed to ensure sufficient enrolments. Scholarships were intended primarily for, but not restricted to, Albertans. Of nine scholarships in drama in 1939, three were made available to the Dominion Drama League in Saskatchewan and three to drama groups in the northwest region of the United States.²¹¹ Scholarships for students outside the province were limited until the post-war era, but it was clear by 1939 that Cameron sought a wider purpose for the School than that of a provincial institution.

There was no substantial change in the balance of the Department's fine arts program between January 1936 and September 1937, apart from an increase in the number of drama courses for little theatre groups and, more significantly, school teachers. In conjunction with the Edmonton and Calgary School Boards, Elizabeth Haynes provided two non-credit courses covering a period of 18 weeks for 145 secondary school teachers. A credit course was given to 50 students in the School of Education at the University and another to close to 700 teachers was offered at the Department of Education Summer School. The latter course was not repeated in Edmonton in 1937 but the Banff Theatre School became

at that time an accredited course for teachers seeking a Junior Certificate in Drama. This had the effect of increasing the number of teachers to almost two-thirds of the enrolment in the Banff Theatre School. Most were Albertan teachers but a number were from other provinces and the United States who sought and received academic credit for attending the School.²¹²

With the termination of the Carnegie grant in September 1937, extension work in drama was conducted in a more limited fashion by Mr. R.E. Mitchell, a lecturer in the English Department. The music extension program consisted of a two-week school given by Kihl in Edmonton immediately prior to the Banff Music School. The art program was limited to two community art schools by H.G. Glyde, jointly sponsored by the University and the Institute.²¹³

The future of the Banff School was by no means certain in the fall of 1937. Cameron's accounts of the development of the School in both The Impossible Dream and Campus in the Clouds do not adequately describe the seriousness of the situation.²¹⁴ Nor does Cameron give credit in any way to Kerr whose efforts undoubtedly ensured the continuation of the School. Not only had the School lost its annual subsidy but it was faced also with the loss of the only venue in Banff suitable for theatrical productions, the Bretton Hall Theatre. The Theatre was in such a state of disrepair that it was condemned by the Parks and Forest Branch of the federal Department of Mines and Resources. The federal government

signalled its intention to demolish the Theatre immediately following the conclusion of the 1937 School and construct a parks administration building on the site.²¹⁵

In August, Kerr sought assistance for the repair of the Theatre from the Minister of the Interior, T.A. Crerar, who was responsible for administering the national parks system.²¹⁶ Crerar responded that any contribution by the federal government would be a costly precedent and that he could not see any justification for reconstructing the Theatre.²¹⁷ Kerr then enlisted the aid of a number of federal parliamentarians from Alberta in a successful attempt to stay the demolition order.²¹⁸

In November, Kerr proposed to the chairman of the Banff School Board that it and the University contribute funds for the rehabilitation of the Theatre. Failing that, he asked the School Board to consider constructing a theatre auditorium. He stated that the University was prepared to donate \$2,500 towards the cost, an amount which Kerr had secured from Sir Edward Beatty, chairman of the Canadian Pacific Railways.²¹⁹

Since the town was located in a national park, the School Board was the only local authority with taxation powers. However, the town was served by a non-statutory body known as the Banff Advisory Council. It generally dealt with matters of concern to Banff residents such as business promotion and represented the town in negotiations with the federal government. Its membership was an interlocking one with that of the School Board. Kerr and Cameron enlisted the support of the Council by

its necessity in order to ensure the continuation of the Banff School of Fine Arts.²²⁰

At a meeting of the Council in December, the chairman of the School Board indicated that a new theatre auditorium was financially feasible and desirable since the School Board was faced with the necessity of having to expand the school in any event. The Council, according to its secretary, was "strongly impressed with the importance of the Summer School to the welfare of Banff and [was] prepared to support heartily any feasible scheme which might be devised by the School Board."²²¹ Following representation by the Council in January 1939, the Banff School Board voted in favour of constructing an auditorium.²²²

The University still faced the problem of obtaining sufficient funds to cover the operating costs of the Fine Arts School. In March, the Executive of the Board of Governors entertained a proposal by Corbett that it be jointly operated by the University, the CAAE and the Canadian Pacific Railways which owned much of the property in Banff and whose chairman, Sir Edward Beatty, was a close personal friend of both Kerr and Corbett.²²³ Since the CAAE was already confronted by severe financial problems, Corbett's proposal was not in fact practicable.²²⁴ Nevertheless, Kerr did approach Beatty who indicated that the CPR Board was not inclined to enter into an agreement with a provincially-funded institution although it had his personal support.²²⁵

Following this, Kerr informed Dr. F.P. Keppel,

president of the Carnegie Corporation that with the balance of the Carnegie grant it was possible to go ahead with the School in 1938 but "just where it will be in a year hence is dubious."²²⁶ Kerr's attempt to obtain an emergency grant from the Corporation in June failed not, Keppel stated, because of any questioning of the merit of the School but because the Corporation lacked the necessary funds owing to the prevailing financial conditions.²²⁷

In October 1938, Kerr wrote to Morse Cartwright, the Director of the American Association for Adult Education, that the School had become "a very difficult problem for the University." The Banff School Board had passed a by-law in August authorizing an expenditure of \$50,000 for the theatre auditorium and the University had contributed the \$2,500 donated by Beatty for the purchase of stage equipment. Kerr stated that "the longer future looks encouraging but the immediate position is somewhat baffling. The University cannot go into debt."²²⁸

With the decision taken by the Banff School Board, however, the University had no alternative but to provide funds for the Fine Arts School. In December, the Board of Governors placed \$2,500 in the estimates for the 1939 session, citing the University's responsibility to at least match the donation by Beatty.²²⁹

Since the amount was insufficient to cover the expenses of the School, the Board recommended that the Music School be dispensed with but left the matter with

Kerr.²³⁰ By the end of the year, Kerr had secured \$1,500 in donations and in January he again wrote to Keppel: "Probably you visualize me as a beggar - and a not very successful one!"²³¹ Kerr asked for an emergency grant of \$1,000 to enable the School to continue through the 1940 session. By that time, he assured Keppel, the School would be placed on a more secure base. In April, the Carnegie Corporation acceded to this request.²³²

While the School was not to be financially self-sufficient until 1944, Kerr's efforts had brought it through a very difficult period. In January 1940, the theatre auditorium was completed and the University was allowed its use during the summer for a ten-year period without cost apart from maintenance and operating expenses. There had been no substantial change in enrolments in the 1939 and 1940 sessions, but the School and the entire fine arts program was about to enter an expansionary phase with funds provided by the Carnegie Corporation and the Rockefeller Foundation.

In December 1940, Kerr once again requested funds from the Carnegie Corporation, this time for an expansion of the Banff School.²³³ The initial request had come from the Banff School Board which suggested the addition of a handicrafts program.²³⁴ In January 1941, the Corporation awarded the University a three-year grant totalling \$5,250 to establish an Applied Arts section in the Fine Arts School.²³⁵ The purpose of the grant was to train teachers of craft work in the schools and

community organizations and to establish and maintain standards of craftsmanship in the province.

Two three-week courses in Weaving and Design and in Modelling and Pottery were introduced in August 1941. Scholarships valued at \$35 were made available to each of the seven branches of the Canadian Handicrafts Guild in the province. Thirty-seven students, most of whom were teachers, enrolled in the two courses.²³⁶

The Banff School programs expanded further with the introduction of an Oral French course in 1941 following a request by the Alberta French Teachers' Association. The course was attended by 35 students almost all of whom were high school teachers. Also introduced was a Library Institute attended by 28 librarians from the four western provinces. While the Institute was not repeated, the Oral French course became a permanent feature of the School.²³⁷

Apart from the growth of the Banff School, a second development of note followed from a series of grants from the Rockefeller Foundation. Based upon a proposal by Cameron, the Rockefeller Foundation granted the University \$4,200 in February 1942, for the purchase of equipment to improve instruction in drama. A significant feature of the grant was that a fellowship was to be awarded on the understanding that the recipient become the head of a Department of Drama on his return. The University accepted the offer, according to Newton, since there was "no possibility of the University establishing a Fine Arts Department on its own funds."²³⁸

The fellowship was awarded to Sydney Risk, a graduate of the University of British Columbia and, since January 1941, the supervisor of dramatics in the Extension Department. Risk completed an M.A. in Drama at Cornell during the 1942-43 session. The proviso that he head a Department of Drama upon his return was apparently dropped since Risk resumed his duties in the Extension Department in the summer of 1943.²³⁹

In September 1943, the Rockefeller Foundation donated a further \$3,500 to support a project formulated by Cameron and Robert E. Gard and to be headed by the latter.²⁴⁰ Gard served as an instructor in playwriting at the Banff Summer School and was a Professor of Drama at Cornell University. An additional \$14,350 was granted the following year when the period of the project was extended to September 30, 1946.²⁴¹

The primary objective of the program, entitled "The Alberta Folklore, Playwriting and Local History Project", was to collect and catalogue historical materials on the life and traditions of the people of the province.²⁴² The material was to serve as the basis for a provincial archive. A secondary purpose was to employ the material for dramatization at the Banff Theatre School. The proposal also included plans for a Writers' Conference in Banff beginning in 1944. Although not part of the original proposal, Cameron and Newton saw the project as a possible means of establishing a Fine Arts Department.²⁴³

A substantial amount of material in the form of

reminiscences, personal records, diaries and newspaper clippings on folklore material, proverbs and weather lore was collected. Based on this material, Gard conducted a weekly series in 1944 and 1945 over CKUA on "Alberta, its stories and history". Two Writers' Conferences were convened at Banff over the same period with a total attendance of 19. A half-dozen plays were developed and circulated among schools and amateur theatrical groups. Gard edited a publication entitled Alberta Folklore Quarterly beginning in 1944. It lapsed after six issues. The folklore and local history collection was never transferred to the Provincial Museum and Archives but remained within the University library holdings. The project was, in effect, a failure.²⁴⁴

In March 1945, the Board of Governors authorized the establishment of a Fine Arts Department.²⁴⁵ In April, the Executive Committee of the Board of Governors approved the establishment of a Committee on Fine Arts to assist in the development of the Fine Arts Department.²⁴⁶ Risk was transferred to the new department as was the Folklore and Local History Project. In July 1945, J. Reymes-King was appointed Professor of Music and, in 1946, H.G. Glyde joined the University as Professor of Art. The activities of the Department were largely concerned with extension work until the fall of 1945 when credit courses in Fine Arts were offered for the first time.

During the period from 1942 to 1945, annual attendance at the Banff School climbed from 196 to 427 and

the Department was forced to restrict enrolments due to a lack of accommodation.²⁴⁷ The lack of accommodation, according to Cameron, was the major impediment to the development of the School as a national centre for training in the arts. In November 1944, Cameron sought an increase in the Department's budget to fund a building program.²⁴⁸ Newton indicated that there was little possibility of this, a view borne out when the Board of Governors was informed by the government four months later that no new enterprise was to be undertaken by the University unless it was prepared to eliminate existing departments.²⁴⁹ The government had held discussions with Newton regarding University expansion based on the Survey Committee's recommendations including the establishment of a branch in Calgary but now decided to wait until the conclusion of the war.

In March 1945, Newton gave approval to Cameron's suggestion that funds be raised for a building program through the School itself on the condition that the School would remain financially self-sufficient. Newton also agreed to make formal application to the National Parks Branch for a site in Banff, "in the long view" that Cameron would succeed in raising the necessary funds.²⁵⁰

A building program was seen by Cameron as the first stage in the development of the School as a year-round operation offering credit courses in the subjects already offered and a range of vocational and technical subjects.²⁵¹ He presented the proposal to the President in June 1945.

Newton responded that the proposal went "beyond the scope of an extension activity" and that the government was not prepared to support a second university centre "in view of our experience with a proposed Calgary branch of the University."²⁵² However, Cameron's preoccupation with the School and his commitment to developing it as an institution of national importance was to culminate thirty-three years later in an autonomous year-round institution known as the Banff Centre for Continuing Education. The first step in the process was a building program, which was started immediately following the war.

* * * * *

As the war was drawing to a conclusion, Cameron noted that there had been an increasing appreciation of the importance of adult education in promoting a maximum war effort. The University was soon to be faced with a different task in which the need for adult education would increase further.

Today as we approach the difficult task of reconstruction and the building of a stable, prosperous and peaceful society, the need for adult education is greater than ever. These tasks will challenge the resources of our universities to an even greater degree than the tasks of war.

If we are to succeed in attaining our objectives, universities must play a major role, and they can do this through an effective programme of extension work organized in co-operation with the people's own community organizations.²⁵³

Fueled by federal moneys, an increase in provincial

funding, and a growing number of veterans seeking enrolment, the University was soon to enter its first expansionary phase since 1920. By the end of the period under consideration in this study, the University offered a full range of professional courses in addition to comprehensive graduate and arts and science programs. The framework for development was provided in the recommendations of the Survey Committee in 1942. By 1945, the principal directions of extension work in the post-war era could be discerned - the further development of the Banff School of Fine Arts, a diminishing radio broadcasting program, the maintenance of the library and slide/film service, and an expansion in the number and range of programs relating to the research and teaching functions of the institution. Of these, the last was the least readily perceptible in 1945 but with the development of the University as a provincial institution serving a growing and more complex society, extension courses of a more systematic nature were to become the primary thrust of the Department.

FOOTNOTES FOR CHAPTER VII

1. Kerr, W.A.R., A.R.B.G. (President), 1940, p.13.
2. Kerr, W.A.R., A.R.B.G. (President), 1939, p.11.
3. Kerr to G. Moffett, Spelman Fund, N.Y., 17 September, 1936.
4. Newton, R., "The University: A Laboratory for Alberta", The Trail, 49 (December 1941), p.5.
5. Newton, R., A.R.B.G. (President), 1947, p.16.
6. Newton, R., A.R.B.G. (President), 1943, p.13.
7. Ibid, p.13.
8. Newton, R., "The University: A Laboratory for Alberta", op.cit., p.4.
9. Johns, op.cit., p.145.
10. Wallace to Premier Aberhart, 27 January, 1936.
11. MacGregor, op.cit., p.269 ff.
12. Masson, J.K. & Blaikie, P., "Labour Politics in Alberta" in Caldarola, op.cit., p.276 ff.
13. Johns, op.cit., pp.171-207.
14. Poetschke, D. & McKown, R.E., "Perceptions of Class in Alberta", in Caldarola, op.cit., p.196.
15. McGinnis, D., "Farm Labour in Transition: Occupational Structure and Economic Dependency in Alberta", in The Settlement of the West, ed. H. Palmer (Calgary: University of Calgary, 1977), p.175 ff.
16. Poetschke, D., & McKown, R.E., op.cit., p.196.

17. Masson, J.K., & Blaikie, P., "Labour Politics in Alberta" in Caldarola, op.cit., p.276 ff.
18. Caldarola, op.cit., pp.33-48.
19. Op.cit., p.40.
20. Province of Alberta, Annual Report of the Department of Education, 30 June, 1944, p.34.
21. University of Alberta Survey Committee. Interim Report to the Lieutenant Governor in Council, Province of Alberta, Sessional Paper No.50, 25, February, 1942. (Henceforth, Survey Paper.)
22. Sen.Min., 12 May, 1941.
23. Johns, op.cit., p.162.
24. Edmonton Bulletin, 14 May, 1941.
25. Aberhart Papers. Ref. Oviatt, B.C., The Papers of William Aberhart as Minister of Education, 1935-1943.
26. Sen.Min., 12 May, 1941.
27. Newton, R., "I Passed This Way: 1886-1964", Memoirs of Robert Newton, June 1964, p.338. Typescript, Newton Papers, p.361.
28. Oviatt, op.cit., p.103.
29. Kerr to Aberhart, 20 May, 1941.
30. Parlee to Aberhart, 20 May, 1941.
31. McNally to Aberhart, 23 May, 1941.
32. Ibid.
33. O.C. 1117/41, 1 August, 1941.

34. Alexander to Aberhart, 1 July 1941. Alexander had been subject to censure by the Board of Governors in January 1935, for having participated in a by-election campaign in Calgary on behalf of the Co-operative Commonwealth Federation (CCF) Party. In 1938 he resigned to take a position at the University of California at Berkeley.
35. Alexander to Aberhart, 21 August, 1941.
36. O.C. 1117/41, 1 August, 1941.
37. Survey Report, op.cit.
38. An Act Respecting the University of Alberta, 1942, C.4.
39. Ibid.
40. Ibid.
41. Survey Report, op.cit., pp.15-17.
42. Ibid., p.17.
43. Ibid., p.16.
44. Statements of Revenue and Expenditure, 1936-1945.
45. In 1928, Corbett served as Assistant Director to Ottewell and Backman was agricultural secretary. In 1943, Hillerud served as agricultural secretary and Peers was appointed Assistant Director.
46. Min.Board Gov., 14 December, 1938. Corbett resigned in January 1938, but the Board of Governors (refer 13 March, 1938) indicated "the University was not in a position to appoint a directorship of the Extension Department." There is no evidence to suggest that a search for an alternative candidate was undertaken.

47. Sen.Min., 27 November, 1942.
48. This meeting took place on 23 October and is cited in Sen.Min., 17 November, 1944.
49. Sen.Min., 27 February, 1944.
50. Sen.Min., 27 February, 1945. These had been formulated by the Senate Committee on University Extension on 11 February, 1945.
51. Ibid.
52. Ibid.
53. Minutes of the Senate Committee on University Extension, 23 October, 1944.
54. Min.Board Gov., 28 January, 1938.
55. Caldarola, op.cit., pp.41-42.
56. Ibid., p.43.
57. Province of Alberta, Annual Report of the Department of Education, 30 June, 1944, p.43.
58. Ibid., p.43.
59. Province of Alberta, Annual Report of the Department of Education, 30 June, 1944, p.43.
60. Ibid. The non-university Senate members were to "represent Calgary and the rural districts."
61. Min.Board Gov., 23 March, 1945.
62. Sen.Min., 19 October, 1945. The Senate recommendations were put into effect in March 1945.
63. Annual Report, 31 March, 1937.

64. Buchanan, D.W., "Educational and Cultural Films in Canada." Ottawa: The National Film Society of Canada, January 1936. Typescript.
65. Annual Report, 31 March, 1937.
66. Ibid.
67. Canada, Dominion Bureau of Statistics, The Use of Slides and Films in Canadian Schools, Education Bulletin No.3, 1937.
68. Chatwin, L., "The Documentary Film in Adult Education", in Adult Education in Canada, op.cit., p.188.
69. Kerr to Cameron, 3 October, 1936.
70. Annual Reports, 1937 to 1945.
71. Topher, C., "The Canadian Film Institute", Food for Thought, 16, 4 (January 1956) 165-169.
72. Annual Report, 31 March, 1946.
73. Gray, C.W., op.cit., p.39. Buchanan was influenced by the Head of the National Film Board, John Grierson, who had examined the Department's work prior to 1939.
74. Ibid., p.31 ff.
75. Ibid., p.38.
76. Ibid., pp.38-49.
77. Ibid., p.40.
78. Annual Reports, 1942 to 1946.
79. Annual Reports, 1942 to 1946.

80. Government of Alberta, Annual Report of the Department of Education. (Edmonton: Government of Alberta Printer, 1945) p.30.
81. Annual Report, 31 March, 1946.
82. Ibid.
83. Canada, Dominion Bureau of Statistics, Survey of Libraries in Canada, 1944-46. (Ottawa: King's Printer, 1948).
84. Beard, op.cit., p.71 ff; Coughlin, V., Larger Units of Public Library Service in Canada. (Metuchen, N.J.: The Scarecrow Press, 1968) p.60 ff.
85. Annual Reports, 1937 to 1946.
86. Annual Report, 31 March, 1944.
87. Statements of Income and Expenditure, 1936 to 1945.
88. Annual Report 31 March, 1938.
89. Montgomery, E., Annual Report of the Library Division, 31 March, 1942. Department of Extension Files.
90. Memorandum regarding Extension Activities, 2 April, 1937. Cameron Papers.
91. Ibid., p.2.
92. Cameron, D., "The Need for Trained Leaders in Adult Education or What the Universities Can Do." Address to the Annual Meeting of the Canadian Association for Adult Education, Ottawa, 14-15 November 1938. Manuscript. Department of Extension Files.
93. Annual Report, 31 March, 1938.
94. Department of Extension, "Alberta School of Community Life, June 28th to July 13th, 1938." Pamphlet. Department of Extension Files.

95. Cameron, D., Memorandum on the Development of the Alberta School of Community Life. 30 April, 1937. Department of Extension Files.
96. Annual Reports, 1938 to 1943.
97. Annual Reports, 1941 to 1945.
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154. Exec.Board Gov., 12 March, 1937.
155. Exec.Board Gov., 1 November, 1937.
156. Annual Report, 31 March, 1938.
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158. Annual Report, 31 March, 1939.
159. Min.Board Gov., 1 December, 1939.
160. Ibid.
161. Min.Board Gov., 23 February, 1943.
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163. Kerr to G. Murray, 20 July, 1940.
164. Murray to Kerr, 7 August, 1940.

165. Min.Board Gov., 31 October, 1940.
166. Min.Radio Board, 5 December, 1940. The full title of the Radio Board was the Administrative Board of the University of Alberta Radio Station.
167. Cameron to W. Rush, 7 December, 1940.
168. Cameron to C.D. Howe, Minister of Munitions and Supply, 7 December, 1940.
169. Min.Board Gov., 30 January, 1941.
170. Murray to Kerr, 24 March, 1941.
171. Rush to Kerr, 28 April, 1941.
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173. Shultz, H.J., "Portrait of a Premier: William Aberhart", Canadian Historical Review 45 (1964), 185-211; Caldarola, op.cit., p.37.
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175. Aberhart to Kerr, 6 February, 1939; Aberhart to Murray, 7 August, 1941.
176. Caldarola, op.cit., p.42.
177. Min.Radio Board, 28 December, 1942.
178. Ibid.
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180. Aberhart to King, 4 September, 1941.
181. Min.Radio Board, 21 June, 1941.
182. Min.Radio Board, 4 February, 1942.
183. Cited in Min.Radio Board, 20 November, 1942.
184. Min.Radio Board, 28 December, 1942.
185. Min.Radio Board, 8 March, 1943.
186. Ibid.
187. Cited by Newton, Min.Radio Board, 1 May, 1943.
188. Ibid.
189. Thomson to Newton, 21 April, 1943.
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192. By this time, the station broadcast for 53 hours
a week from October to the end of March.
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202. Cameron to Newton, 31 August, 1944.
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208. Annual Reports, 1937 to 1946.
209. Annual Report, 31 March, 1937.
210. Annual Report, 31 March, 1941.
211. Annual Report, 31 March, 1940.
212. Annual Report, 31 March, 1938.
213. Ibid.
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215. Major P.G. Jennings, Superintendent of the Banff National Park, to Kerr, 19 July, 1937. The theatre had been built in 1883 by Dr. R.G. Brett, later the Lieutenant Governor from 1921 to 1925.

216. Kerr to Crerar, 24 August, 1937.
217. Crerar to Kerr, 15 September, 1937.
218. Among these were R.B. Bennett and James A Gardiner, the Federal Minister of Agriculture. Ref. Kerr to Bennett, 26 August, 1937; Kerr to Gardiner, 9 September, 1937.
219. Kerr to A. Walters, 6 November, 1937.
220. Kerr to R.E.W. Edwards, Secretary, Banff Advisory Council, 20 November, 1937.
221. R.E.W. Edwards to Cameron, 4 December, 1937.
222. W.G. Carpenter to Cameron, 14 January, 1938.
223. Min.Exec.Board Gov., 28 March, 1938.
224. Armstrong, D.P., "Corbett's House: The Origins of the Canadian Association for Adult Education and its Development during the Directorship of E.A. Corbett, 1936-1951." M.A. thesis, University of Toronto, 1968, p.88 ff.
225. Min.Exec.Board Gov., 21 April, 1938.
226. Kerr to Keppel, 14 June, 1938.
227. Keppel to Kerr, 1 June, 1938.
228. Kerr to Cartwright, 12 October, 1938.
229. Min.Board Gov., 14 December, 1938.
230. Ibid.
231. Kerr to Keppel, 15 January, 1939.
232. Keppel to Kerr, 10 April, 1939.

233. Kerr to F.E. Osborne, 2 December, 1940.
234. T.W. Balderston, Secretary-Treasurer, Banff School Board, to F.E. Osborne, 14 November, 1940.
235. Cameron, D., "The Banff School of Fine Arts", May 1941, p.7. Typescript. Cameron Papers.
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245. Min.Board Gov., 23 March, 1945.
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- 248. Cameron, D., Memorandum of Discussion with Dr. Newton, 9 November, 1944. Department of Extension Files.
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- 250. Cameron, D., Memorandum of Discussion with Dr. Newton, 19 March, 1945. Department of Extension Files.
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- 252. Newton to Cameron, 16 July, 1945.
- 253. Annual Report, 31 March, 1945.

CHAPTER VIII

EXTENSION WORK IN THE MODERN UNIVERSITY, 1945-1956

In May 1950, Newton informed the government of his intention to retire as of August 31.¹ Three months earlier he had noted in Senate that the University had undergone a transition, firstly, from war to peace and, secondly, from a small to a large institution.² The transition period was characterized by an influx of students funded by the Department of Veterans Affairs (DVA) and a major building program, the first since Tory's tenure.

Plans by the University for the rehabilitation of returned men and women had been made as early as 1942 and the first DVA-supported student enrolled in the 1942-43 session.³ In the 1945-46 session, over 2,500 undergraduates and close to 90 graduate students enrolled. This was some 600 students more than the previous year's total and most of the new students were veterans. The University received an annual grant from the DVA which at its peak in the 1947-48 session exceeded a third of a million dollars.⁴ By this time enrolment had doubled to approximately 5,000 students.

The influx of war veterans caused a crisis in accommodation⁵ and led to a "tremendous drive upon Government to supply funds for urgently needed buildings" by the Board of Governors.⁶ According to Newton, Manning was "invariably friendly" but initially reluctant to fund a building program since provincial revenues were severely limited.⁷ In seeking government assistance, Newton pointed to the fact

twenty years although the number of students had more than doubled. The library and medical buildings were completely inadequate and students in biology, chemistry and geology had been turned away due to the lack of sufficient laboratory facilities.⁸

In October 1945, Newton secured Manning's approval of a building program based upon the recommendations of the 1942 Survey Committee Report. This, wrote Newton, "proved to be a sound guide."⁹ The University diverged from this plan only in the construction of a number of temporary buildings (formerly military huts) to provide emergency teaching space and living accommodation for married veterans. In spite of the urgency, however, the building program proceeded at a relatively slow pace due to cost increases, the difficulty of securing the necessary manpower and materials, and the state of the provincial economy.¹⁰ It was not until December 1950 that the new wings of the medical building were completed and until May 1951 that the new library was officially opened.

"The post-war years of great expansion," wrote Premier Manning, "presented unprecedented problems of administration for the University."¹¹ Walter Johns, executive assistant to Newton and later (1959-1969) University president, described the conditions following the war as "desperate and confused" since it was almost impossible to determine the amount and source of funds and there were many priorities in an institution in which almost every Faculty was desperately short of

space.¹² The principal concern of the faculty was how best to handle the immense increase in enrolments. The teaching and supervisory work of the faculty, which increased accordingly, was undertaken with dedication. By the 1946-47 session, classes were conducted over a daily period from 8:00 a.m. to 10:00 p.m. In addition, the Summer School enrolment had increased to over 1,500 students by this session.¹

In August 1950, Newton was succeeded by Andrew Stewart, the former Dean of Business Affairs and Director of the School of Commerce, who was to remain in office until 1959. By the time of Stewart's appointment, most of the veterans had completed their studies. The total enrolment of full-time students in the 1950-51 session stood at roughly 3,500 , a figure which declined slightly over the next two sessions and then began to rise. By the end of Stewart's term, student numbers once again reached close to 5,000.

According to Johns, the most difficult task confronting Stewart was the building program of which the most significant outcome was to be the establishment of first a branch and then a university in Calgary.¹⁴ However, Stewart was not faced with the same financial conditions encountered by Newton since a substantial improvement in University finances coincided with his appointment. This followed the most significant development in post-war Alberta - the discovery of oil at Leduc in 1947. The resulting oil exploration and production led to a sustained economic boom beginning in 1950. From production royalties and the sale of drilling rights, over one billion dollars poured into the provincial

treasury between 1950 and 1960. Public service spending over this period exceeded the national average on a per capital basis by a third.¹⁵

One beneficiary of the oil boom was the University.¹⁶ The annual government grant in the 1950-51 session was almost \$2,500,000, a figure roughly three times that in the 1946-47 fiscal year. The financial picture improved further when the first federal government grant (\$462,000), apart from DVA monies, was given to the University in 1951-52. As a consequence, the building program quickened in pace and, between 1952 and 1956, several major works were completed including an Administrative Building, a Cancer Research Laboratory, and buildings to house the Biology Department, the Faculty of Engineering and the Faculty of Agriculture.¹⁷

Stewart was primarily concerned with the building program and the development of plans which were to serve as the basis for expansion in the 1960s. He saw as an important development in the University the improvement in its academic and business organization.¹⁸ Greater responsibility for academic matters was placed with the Deans, the number of support staff increased and improvements were made in the operation of the Bursar's Office. While in office, Stewart also served as chairman of the Royal Commission on Price Spreads of Food Products, as President of the National Conference of Canadian Universities and as chairman of the Association of Universities of the British Commonwealth. He was, first and foremost, an administrator.¹⁹

Stewart presided over an institution which, by 1956, provided professional education in twelve fields, offered comprehensive arts and science programs and was developing its graduate studies program. The University was well-placed to fulfil what Stewart considered were its principal functions - teaching and research. Stewart could not be considered, like Newton, an ardent advocate of extension work but he viewed it as "an important function which was impossible without the contribution of those in the instructional departments." The most important elements of extension work, according to Stewart, were short courses, conferences and evening classes since they relied upon the knowledge and teaching expertise of the faculty. In addition, Stewart gave strong support to the Banff School which he described as providing "an outstanding contribution to the Province". In his judgment, "the enthusiasm of the students and the high quality of the work displayed were evidence of skilled instruction and of effective organization."²⁰

By 1956, a number of important changes in extension work had taken place. The Banff School of Fine Arts had become a year-round centre for continuing education and the University's third campus. The development of the School into a centre for continuing education followed a building program instituted by Cameron during Newton's term and the refusal by the Board of Governors to allow expansion of the fine arts courses beyond the summer session. Beginning in the 1949-50 session, the School offered a steadily increasing number of short courses

and conferences. Among the more significant were those in the field of business management. In 1952, the Banff School of Advanced Management was established under the joint direction of the four Western universities.

The most important elements of the Department's work were its short courses, conferences and evening classes. Between 1950 and 1956, registration in these programs exceeded the number of degree students at the University. "The rapid increase in the number of specialized short courses," noted Cameron, was "a reflection of the increasing complexity of modern society and of the growing maturity of this province."²¹ The Department drew upon the resources of a wide range of organizations and institutions in delivering these programs but they could not have been effectively conducted without the support and participation of the faculty.

In 1950, non-credit evening classes were introduced in Edmonton and Calgary. Late afternoon and evening credit courses in arts and science and commerce were made available in both cities in 1952. With this development, an Evening Division was established. Credit coursework in the Evening Division was placed under the direction of a committee of the General Faculty Council with the Department managing the program. By the 1955-56 session, further courses had been introduced and 440 students were enrolled in credit courses in Edmonton, Calgary, Lethbridge, Vegreville and Medicine Hat.²²

Radio work had become a very minor feature of extension work by 1956. However, the Department's audio-visual

services continued to play an important role in the province and the library service underwent a resurgence with the improvement in the Department's finances following the war. The concern expressed by Senate in February 1945, regarding the encroachment of other adult education organizations proved to be unfounded. Such agencies as the NFB, voluntary film councils and rural libraries, while competing agencies, also abetted the Department's work. Secondly, the demand for films and books was so great there was little or no adverse effect on the Department by their entry into the field.

Nor did the Alberta Council on Adult Education effectively compete with the Department. The work of the Council was undertaken by the Alberta Adult Education Association, a body which was formed at the same time. The Council served in an advisory capacity to the Association. When, in October 1945, Leonard Bercuson resigned, the work of the Association fell off.²³ The government subsidy was increased from \$1,800 to \$3,500 in 1946 and Mrs. M. Good, a housewife who had become active in the Association, was appointed Secretary.²⁴ A limited amount of field work was also undertaken by two employees of the Health and Recreation Branch of the Department of Education in an attempt to revitalize the Association. However, Good reported in 1947 that a number of towns which had previously held courses made no effort to reorganize them during the year.²⁵ In addition, the most successful of the organizations set up by Bercuson, the Edmonton Council for Adult Education, was now facing

serious difficulty in financing its courses. Good concluded that, "The Association is not in a position to give the guidance necessary for the proper organization and maintenance of this work. A few communities continue to carry on but these are a minority."²⁶

In October, a committee of the Association was appointed to seek the assistance of the government.²⁷ The committee submitted a brief to the Minister of Education calling for the appointment of a Co-ordinator of Adult Education and the formation of an Adult Education Board within the Department of Education.²⁸ It requested that the provincial government fund \$25,000 for the first year of the Board's operation and \$50,000 for the second. The brief considered placing provincial jurisdiction of adult education under the Department of Extension as inappropriate.

Adult education is an extremely broad field. The field of the University like the Department of Extension is limited. We believe that the Department of Extension is a proper means of 'bringing the University to the people' but we cannot see that its function should be to co-ordinate the work of women's clubs, service organizations and other voluntary societies now in the field. Indeed, these groups might well resent University 'domination'.²⁹

Cameron was incensed by the position taken toward the Department since two of the four committee members were from the University - Professor F.M. Salter of the English Department and A.S.R. Tweedie, a member of his own staff. Tweedie had joined the Department in 1946 when Peers took leave to pursue graduate work at the

University of Toronto. Cameron wrote to Newton that Tweedie's actions were "completely disloyal to the Department of Extension, to the University and to myself. I would recommend termination of his appointment except recently I wrote to you approving his continued appointment."³⁰ Cameron saw the proposed Board as being a competing agency, a view not shared by Tweedie³¹ or Salter who resigned from the Council following a meeting with Cameron. Salter informed Newton:

Mr. Donald Cameron is much less reluctant to declare the precise position of the President and the Board of Governors; it is that the Department should get and maintain control over all phases of adult education in the Province. He told me so in heated terms.... In my opinion, the policy of the University as interpreted by Mr. Cameron is in the best interests of neither the University nor adult education. My situation is therefore untenable.³²

Cameron's position, both in public⁵³ and in private,³⁴ was that the most effective means of fostering adult education development in the province was to provide the Department with more funds. Prior to the preparation of the brief, Newton had informed Tweedie that this was both Cameron's and his position.³⁵ However, both Newton and Cameron had made a realistic appraisal of the situation. Newton indicated in response to Salter that "University policy in adult education, like University policy in nearly everything else, has grown, like the British Constitution, by being adapted to meeting changing needs and new conditions."³⁶ He stated further that until recently almost everything in the field of adult education had been conducted through the Department. Consequently,

it was "fair to conclude it is our policy until some new proposals are made. My complaint is in not keeping us informed." ³⁷ At a meeting of the Alberta Adult Education Association in March 1948, Cameron stated that if the Department was not given the responsibility, then it should go to the Department of Education in the form of a branch which also included cultural activities.³⁸

Cameron wrote to Newton:

It may be inevitable. If so we just have to make the best of it and co-operate as fully as possible. Certainly there is sufficient work to be done to keep five times the number of people engaged in the field extremely busy.³⁹

Cameron saw a change in the Department's position as unavoidable but that it should not be hastened by what he considered to be representatives of the University.

In February, the Deputy Minister of Education, W.H. Swift, informed the Association that the government had decided not to fund it and that a reorganization of the Cultural Activities Branch was to take place in which adult education programs might be provided.⁴⁰ The Alberta Adult Education Association continued to operate until 1952 when for financial reasons it was disbanded and its assets were turned over to the Department of Extension.⁴¹ It was not until 1967 that a similar body, The Alberta Association for Continuing Education, was formed.⁴² The Department of Education did not establish an adult education branch. In the Cultural Activities Branch, a number of advisory boards were formed to promote community recreation, music, drama, visual arts, and library development.

The relationship between the University and various government departments was reviewed by the Senate in June 1953.⁴³ According to Professor Orchard of the Fine Arts Department, the work of the Cultural Activities Branch had been promotional and that "there had been a general understanding that the teaching work should be the responsibility of the University." Dean McCalla of the Faculty of Agriculture reported that the relationship between it and the Department of Agriculture was satisfactory. The Faculty contributed to extension work through its field days, short courses and research reports. Direct contact with farmers had decreased as the government extension service increasingly directed its energies to the production side of agriculture. Cameron described the relationship with the Department of Education as "cordial" and that with the Department of Public Health as one of close liaison particularly with regard to the circulation of films on health and in the training of district health workers.⁴⁴

In 1956, the Director of the C.A.A.E., J.R. Kidd, reported on a study of adult education in the Canadian universities which he had undertaken on behalf of the National Conference of Canadian Universities.⁴⁵ In his submission to Kidd in 1955, Cameron reported that the relationship between the University and the government was "close and cordial". However, Cameron noted that there was a need for clarification of the role of the government and the University in the field of adult education:

It cannot be said that there is a well-conceived and well-integrated attack on the whole problem of adult education in the province. Perhaps a clearer definition of the University position would help.... The University, even within the limits it should set itself, cannot service the whole province.⁴⁶

Kidd reported that the relationship between universities and other agencies was becoming increasingly more complex. Government had entered the field of adult education by means of community programs branches or special units responsible for adult education within departments of education in seven provinces. In Manitoba, the government had placed responsibility for adult education in the hands of the University of Manitoba although the 1947 Manitoba Royal Commission on Adult Education had recommended that the government establish a provincial adult education council. In British Columbia, representatives of the University and the provincial Department of Education had agreed to a general statement of principles which outlined areas of responsibility in the field and served as a basis for University-government collaboration. These were the exception rather than the rule, according to Kidd, since several universities had "assumed the position" of stimulating and co-ordinating adult education without any formal agreement with the provincial government concerned because of their leadership positions in the field. He noted additionally that "where the university and the department of education both have large but ill-defined responsibility, there are many possibilities for over-lapping of services and for conflict."⁴⁷

In Alberta, there was little, if any, overlapping

of services or conflict between the government and the university. Alberta was one of three provinces, the others being Quebec and Prince Edward Island, which did not take formal responsibility for adult education, however limited this might be, or entrust it entirely to a university as did the Manitoba government. Nor did it issue any coherent statement on its role in the field. Perhaps more importantly, the University offered a range of programs which only it could provide or, in the absence of government action, only it did provide. The Department's fine arts program, advanced management courses, travelling library service and short courses and conferences were specialist and unique services. The Division of Visual Instruction faced competition from other providing agencies but even here its resources were employed increasingly in training in business, industry and government following the war. Where the University could not compete, as in the case of radio broadcasting, it retreated from the field.

Management, Funding and Staffing

By the 1955-56 session, the Department's annual government grant had risen to \$90,000. The overall budget for extension work was close to \$470,000, an amount roughly six times higher than it had been in the 1945-46 session. Approximately 80 per cent of the Department's operating costs was derived from fees. The largest single program was the Banff School of Fine Arts which operated on a budget of over \$210,000. The budget for the Banff

school of Advanced Management was \$45,000 and that for the Petroleum Industry Training Service (P.I.T.S.), a program administered by the Department since 1949, was \$27,000.⁴⁸

The most substantial increase in staff numbers took place at the Banff School of Fine Arts when in 1950 it began offering courses throughout the year. By the 1955-56 session, the Banff School of Fine Arts and the Banff School of Advanced Management employed seven full-time and up to twenty-five part-time persons depending on the time of year. On the Edmonton campus, the staff complement had increased to thirty full-time persons with the addition of two employees in P.I.T.S., two in the library service and one in the slide/film service. With a total of up to sixty-two persons, the staff complement was by far the largest in the Canadian universities. Its nearest rivals, Toronto and British Columbia, each had approximately a third of this number engaged in extension work.⁴⁹

There occurred a number of significant changes in staffing. In 1945, Jessie Montgomery, the Extension Librarian, retired after thirty-one years in the Department. Miss Flora Macleod, a librarian from the Calgary Public Library, was appointed to the post and served in this capacity until 1956. In 1952, H.P. Brown retired after thirty-five years as Supervisor of Visual Instruction. His position was taken by Martin Adamson, a graduate of the University and former secretary of the National Film Society in Ottawa. Both Montgomery and Brown had devoted their working lives to the Department and much of its

success was due to their dedication and the continuity which they provided.⁵⁰

When Frank Peers was given leave of absence to pursue graduate study at the University of Toronto, A.S.R. Tweedie, a graduate of the University of Edinburgh, was hired as his replacement. Peers joined the C.B.C. in 1947. Tweedie left to become the Director of Extension at the University of Manitoba in 1949, his departure possibly hastened by his dispute with Cameron. When Tweedie resigned, Duncan Campbell, a graduate of the University of British Columbia, was appointed as Assistant Director. In 1956, Campbell succeeded Cameron as Director of Extension. At the time of Campbell's appointment in 1949, Eric Cormack also joined the Department as a Lecturer in Extension. Cormack was a graduate in agriculture of the University and a former Colonel in the Canadian Army. Both Campbell and Cormack were to serve the University for over thirty years.⁵¹

With the development of a year-round program at the Banff School in 1950, and an intensification of his fund-raising activities, Cameron devoted his time almost exclusively to the School. While Cameron maintained control over the Department, its day-to-day operations were increasingly entrusted to Campbell who recounted that Cameron "was consumed with the Banff School of Fine Arts. I was pitchforked into doing all sorts of jobs."⁵² Campbell was assisted by Cormack and the agricultural secretary, Silvan Hillerud. The library and slide/film

services were essentially independent operations and radio work was the responsibility of a committee which reported directly to the president.

The Senate Committee on Extension was a nominal one although the Senate itself took special interest in the work of the Department. Cameron reported directly to the president and through him to the Senate and the Board of Governors.

Faculty contribution to extension work increased substantially in the post-war period. In organizing its short courses, conferences and evening classes, the Department worked directly with the Faculty or School concerned. There is little evidence of any problem with this arrangement. In fact, the only major complaint was one by Dean LaZerte of the Faculty of Education in which he remonstrated against Cameron for having organized a course on "School Administration" with the Alberta Teachers' Association (formerly the Alliance) without consulting the Faculty of Education.⁵³ In response to a query by Dean Macdonald of the Faculty of Arts and Science, Newton described the relationship between the Department and the various academic departments in the following manner:

The Extension Department is to do the organizing work in conjunction with practically all extension activities and is authorized to make any reasonable requests of the academic departments for speakers or other assistance in extension work.⁵⁴

The only exception to this rule was in the relationship between the Extension Department and the Department

of Fine Arts. Following the resignation of Sidney Risk in 1946, the Board of Governors decided that all future appointments in Drama, Art and Music were to be made to the Department of Fine Arts. However, as a condition of these appointments, the Department was "to designate men who are available for any particular extra-mural duty with the expectation that this be equivalent of one man's service." ⁵⁵

The Division of Visual Instruction

Prior to the war, the Department held a virtual monopoly over slide and film equipment sales in the province. By 1956, this was no longer the case as commercial firms had entered the field. The Department had served as the exclusive agent for such firms as General Films (Victor Projection Equipment) and Bell and Howell but beginning in 1947 these firms opened retail outlets.⁵⁶ While they were initially concerned with commercial sales and agreements were made to allow the Department exclusive rights to sales in the schools, by 1952 these arrangements were also cancelled.⁵⁷ In 1952, the Department also ceased its photographic and slide work and turned it over to a commercial firm in Edmonton.⁵⁸ The Department found it increasingly difficult to compete with commercial firms and eventually quit the field of equipment sales in 1962.⁵⁹

More significantly, the Department no longer monopolized film distribution as it had prior to the war. By

1956, there were two other major film-lending libraries - the NFB and the Provincial Film Library - as well as a host of smaller ones including many public libraries, voluntary film councils, the National Film Society and the Canadian Film Institute.

In September 1945, C.W. Gray was appointed full-time supervisor of the NFB operations in Alberta. By agreement with the University, the NFB office was located in the Department of Extension.⁶⁰ The NFB provided for Gray's salary and that of a stenographer and paid a fee to the Department for the use of office space and clerical and technical assistance.⁶¹

Cameron wrote of the arrangement, "Under this scheme the work of the two organizations is closely integrated with benefit to both."⁶² Cameron was favourably disposed toward the NFB and served on its national executive from 1943 to 1950. He saw the work of the Department and the NFB as a means of countering the influence of the commercial film industry. In an address to the Annual Conference of NFB Personnel organized by the Department in 1946, Cameron stated:

Film is a most powerful medium for influencing the thinking and actions of the people and it is important that this very powerful agency be kept close to the people so that it is used as an aid to the solution of community problems. It would be disastrous if this very important weapon were to become monopolized by commercial interests.⁶³

In private correspondence, Cameron later wrote that the two were parallel, competing agencies since they served the same market.⁶⁴ While allowing that the sale of film should "perhaps" be under federal control, Cameron

felt that film use in adult education and community development should be a provincial responsibility under the Department of Extension. However, he noted that, in light of the inevitable presence of the NFB in Alberta, it was "very desirable to have it and indeed all such Dominion agencies established in the University."⁶⁵ The Department in fact benefited from the presence of the NFB since the latter lent the Department a substantial number of its films and sold them at a reduced price. In turn the NFB lacked the resources to operate on an entirely independent basis. Department reports throughout the period describe the relationship as a co-operative one with the Department indebted to the NFB for the use of its films.⁶⁶

While the NFB drew audiences which might otherwise have been served by the Department, the post-war period was one of increasing interest in films and filmstrips. Cameron wrote that "as a result of the extensive use of films during the war for training purposes, many people gained a new appreciation of the importance of films and filmstrips for educational purposes."⁶⁷ Filmstrips were popular in the schools. Annual attendance at filmstrip presentations ranged from 60,000 to 100,000. The heavy purchase of projectors and films by schools, churches, community groups and government departments following the war was described by Cameron as "having exceeded anything in 30 years of activity in this field of activity."⁶⁸ Annual attendance at film presentations remained relatively high, varying from 420,000 to 540,000. Of the Department's audio-visual services, only slide use declined continuously

over this period. Annual attendance at slide presentations dropped from 32,000 in 1946 to 4,500 in 1956.⁶⁹

In order to monitor the increasing number of commercial and non-commercial films entering the province, the government established a Film Censorship Board under the direction of a Provincial Film Commissioner in 1947.⁷⁰ The Board was placed within the Department of Economic Affairs. At the time of the formation of the Board, consideration was given by the Minister to widening the powers of the Film Commissioner to include the co-ordination of non-commercial film agencies in the province.⁷¹ This possibility was raised by the Provincial Film Commissioner, K. Hutchinson, at a meeting with Gray and Cameron a week after his appointment.⁷² Their response was clear and unequivocal. Gray informed Hutchinson that the NFB would not turn over the operation of its circuits to a provincial government agency. Cameron responded, "You will get the Department of Extension films over my dead body."⁷³

There is no evidence to suggest that this matter was raised again. The Board's duties were limited to film censorship.⁷⁴ In July 1948, a Film and Photographic Branch was established in the Department of Economic Affairs. The functions of the Branch were to oversee the development of a Provincial Film Library and provide a photographic and slide-making service. The Audio-Visual Aids Branch of the Department of Education was closed and its film collection was transferred to the Provincial Film Library.⁷⁵

Within the community a popular means of film distribution was the film council, a voluntary association which, through membership fees, purchased and rented films, bought projectors and trained projectionists. Film councils were formed because of the high cost of films and their scarcity in relation to demand. Since film councils bought films and organized film showings, they competed with the Department. In addition, they drew upon the resources of commercial firms, the NFB and the Provincial Film Library. At the same time, they served as an important means by which the Department circulated its films since they also rented films in blocks up to 100. For this reason, the Department organized over a dozen film utilization workshops each year, trained film council projectionists and promoted the development of film councils.⁷⁶

In 1947, some 26 film councils operated in the province. This number had tripled by 1954. In addition, the Department served as the co-ordinating agency of the Alberta Circulating Film Exchange which was formed in 1946. This body consisted of 20 film councils, libraries, and Junior Chambers of Commerce. By rotating blocks of films among its member organizations, the Department was able to meet the heavy demand for films following the war. The Exchange was strictly concerned with film rentals and was a precursor of film purchase pools which consisted of groups of film councils and public libraries. While the pools rented films they were formed primarily for the purpose of purchasing films for their constituent bodies.

In 1953, the Alberta Circulating Film Exchange was disbanded as film councils organized into independent film purchase pools.⁷⁷

Buoyed by what Gray termed the "audio-visual explosion."⁷⁸ in the post-war era, the Department's film circulation figures remained relatively constant despite the entry of other agencies into the field until the 1955-56 session. At that time attendance declined by 60,000 to 480,000, according to Cameron, because of the impact of television.⁷⁹ Television was to contribute directly to the demise of film councils in the 1960s.⁸⁰ Generally, they turned over their collections to public libraries. The impact was not as substantial on the Department. The greatest decrease occurred in the distribution of films on general interest topics rather than specialist subjects. In the early 1950s, the Department's films were used increasingly for training purposes by such agencies as the RCMP, the Alberta Motor Association, and the Red Cross. As the province matured industrially a greater number were also employed in safety instruction, personnel training and labour-management relations. By the early 1960s the decline in attendance had stabilized at approximately 450,000.⁸¹

The Library Service

Under the terms of the Cultural Development Act of 1946, the Alberta Library Board was established to promote library development in the province.⁸² The Board was made

responsible to the Minister of Economic Affairs through the Cultural Activities Branch of the Department of Economic Affairs. The establishment of the Board followed from a petition by the Alberta Library Association (ALA) at its first annual meeting in 1944 and the support given for a library commission by Newton and the University librarian, Marjorie Sherlock.⁸³ The role of the Library Board was strictly an advisory one. Reporting on its first year of operation, its chairman stated that "the government had not acted on any of the recommendations of the Board nor had it embarked on a program of library development and expansion."⁸⁴

In 1947, the administration of the Public Libraries Act was transferred from the Department of Education to the Department of Economic Affairs.⁸⁵ An amendment to the Public Libraries Act increased the government grant to a maximum of \$500 per library and permitted an increase in the mill rate to 1½¢.⁸⁶ This was the first increase in funding for public libraries in almost three decades and was viewed by the ALA as "a new chapter in library development in the province."⁸⁷

However, it was not until 1954 that a Supervisor of Public Libraries was appointed in the Cultural Activities Branch⁸⁸ and not until 1956, when the Public Libraries Act was again amended, that funding levels increased by an appreciable amount.⁸⁹ Provincial grants remained relatively low and public libraries received little encouragement.⁹⁰ The annual library grant remained at roughly \$20,000 until 1952 and then rose to \$80,000 by 1956, a

figure which was among the lowest in Canada on a per capita basis.⁹¹ By 1956, 122 libraries were in operation. Three-quarters of these were not tax-supported but run on a voluntary basis. Due to rapid urbanization, the percentage of the population with access to public libraries increased to 56 per cent, but with the general population increase in the post-war period, an estimated 500,000 Albertans were without a library service.⁹²

Thus, the conditions were ripe for a substantial increase in the work of the Library Division when additional funds were made available to it beginning in 1946. Annual expenditure doubled to approximately \$13,000 and then progressively increased to roughly \$40,000 by 1956.⁹³ With a corresponding increase in the book purchase allowance, the library once again purchased juvenile and children's books.⁹⁴ In addition, the library collection of the CLES in Alberta, some 2,600 books, was transferred to the Department in 1946.⁹⁵ Subsequent purchases brought the collection over the period from 24,000 to 42,000 books.⁹⁶

A concerted publicity campaign was launched in the winter of 1945-46 by means of country newspapers, radio, circulars and letters and with the assistance of itinerant NFB projectionists. Within a year, the circulation of open shelf and regular travelling library books exceeded 62,000, the most successful year since the inception of the library service.⁹⁷ To meet the increase in demand two additional persons were hired, bringing the staff complement to six full-time and one part-time

According to Macleod, the budget increase and additional personnel improved morale within the library staff "for the first time in some time in a position to meet more adequately the demand for service." ⁹⁸

In 1951, the library was re-located from the old to the recently completed Rutherford Library building today. Book circulation during the 1950-1951 season increased to almost 90,000 and the Department had to curtail its advertising campaign since it could not fill the demand created." ⁹⁹

At the inception of the Alberta Library Board in the spring of 1950, 25 libraries were established.¹⁰⁰

These libraries have a detrimental effect on the extension libraries as their books supplemented the collections of the county libraries. The Alberta Library Board and the Department collaborated in the development of a number of extension libraries and two regional library systems centred in Edmonton and Barrhead.¹⁰¹ Beginning in 1949, the Department offered an annual Short Course for Librarians in extension libraries. The Library Board advertized the extension libraries and provided instructional assistance and funding for extension libraries.¹⁰² The two agencies were never in direct competition.

The continued encroachment of small rural libraries traditionally serviced by the Department was a major use of books from the extension library. As a result of the increase in circulation figures and the heightened demand for special libraries and

children's books from rural schools. Lastly, no competing mail-order service was established by the Cultural Activities Branch. While the more substantial increase in book circulation occurred between 1945 and 1951, the figure had increased to roughly 100,000 by the 1955-56 session.¹⁰³ Outside of the larger centres, the Department continued to serve as the provincial library agency.

Radio Broadcasting

In August 1945, CKUA began broadcasting on a daily basis from 7:00 a.m. to midnight under the direction of Alberta Government Telephones. The University was allocated daily time periods from 1:00 to 2:00 p.m., 7:00 to 8:00 p.m. and 8:30 to 9:30 p.m. While the University's major contribution was recorded music, a number of weekly programs were offered by the faculty: "Chimney Corner" and "Books at Random" (book readings); "Curtain Going Up" (drama productions); "Behind the Headlines" (current events); "Education for Tomorrow" (developments in education); "World of Science" (issues in science); and "Alberta Stories" (folklore and legends). The faculty also co-operated with the provincial Department of Agriculture in the production of "The Alberta Farm and Home Forum" and with the CBC in "Of Things to Come - a Citizens' Forum". Occasional broadcasts were made by the Students' Union and the Newman Club.¹⁰⁴

The University programs were organized by a Radio Broadcasting Committee appointed and chaired by Newton.¹⁰⁵ This arrangement was considered impracticable by one

Committee member, Dr. D.B. Scott of the Physics Department, who noted that radio work was highly specialized and since it was primarily an extension activity should be turned over to the Department of Extension. Scott argued that the faculty did not have the time to devote to this work and that the Department "should employ people with the necessary time and training for designing good programmes that could have popular appeal."¹⁰⁶

Newton countered that the Department contributed to radio work both through Peers who served as the Committee secretary and Cameron who was an ex-officio member of all the University's standing committees.¹⁰⁷ Nevertheless, Scott's argument carried some weight and a part-time secretary, Marjery MacKenzie, was appointed the following year.¹⁰⁸ More importantly, Scott had questioned the value of radio work, a question which would be raised both by the government and in the University.

In February 1950, the Premier announced in the Legislature that the government planned to sell CKUA.¹⁰⁹ The government was at first strongly committed to the station but its requests for a licence transfer had been turned down by the CBC on the grounds that it would not allow state competition with private enterprise.¹¹⁰ Moreover, its annual operating costs had risen to \$39,000 by 1949.¹¹¹ In private correspondence, Manning had "doubted the feasibility of continuing to operate the station as a government undertaking" in the fall of 1948.¹¹² At that time both the Saskatchewan and Manitoba governments turned over their stations to the CBC and the CBC constructed a

50 kilowatt transmitter at Lacombe. It was apparent by 1950 that the station could not compete with the more powerful national network nor with commercial stations. CKUA coverage was limited to the Edmonton area, the Premier noted, although it was subsidized by taxpayers throughout the province.¹¹³

Responding to initial press reports on the impending sale, the Board of Governors instructed Newton to see Manning in order "to protect the University's interests."¹¹⁴ Newton reported that the government had made no firm decision but he had been assured that the University's interests would be completely protected.¹¹⁵ There is no record of the discussion but correspondence with the Premier indicates that Newton had requested only that the station's FM equipment be given to the Department of Electrical Engineering, that the call letters be altered, and that one hour be set aside for music broadcasts.¹¹⁶ He also wrote, "I am sure that its retention by the Government would make many people happy."¹¹⁷

Public reaction to the announcement was in fact quite negative. Representations were made in the Legislature and numerous letters supporting the station were forwarded to the government. In March, Manning announced that the government "might change its mind."¹¹⁸ In private correspondence, he wrote "we had planned on dispensing with the station but frankly were rather surprised by the adverse reaction."¹¹⁹ In February 1951, the government indicated it was to continue operating the station.¹²⁰

In April 1951, Stewart wrote to the members of the Radio Broadcasting Committee suggesting the need to examine the University's role in radio broadcasting.¹²¹ An ad hoc committee, the Special Committee on Radio Broadcasting, was formed in the fall.¹²² It consisted of the radio secretary, Professor Eaton of the Fine Arts Department, Professor Walker of the Faculty of Education, and D.B. Scott, who served as chairman. The Committee was asked to determine "whether there was any merit in radio broadcasting" and to provide recommendations regarding the future role of the University in radio work.¹²³

The Committee presented its report to Stewart in March 1952. As a preliminary step, the Committee had investigated radio work in the Canadian universities. The results indicate that radio broadcasting was not a prominent form of extension work. The University of Western Ontario and the University of Toronto were not engaged in radio broadcasting while Laval did so occasionally. Only Queen's University owned a broadcasting station. It was used primarily for training students in radio work. At both Queen's and Acadia, radio programs were arranged for and by the students over local commercial stations. Saskatchewan, British Columbia, Dalhousie and St. Francis Xavier arranged for regular broadcasts by the faculty ranging from forty minutes to one and one-half hours per week, again on local stations.¹²⁴

The Committee noted that, unlike the circumstances at other universities, the situation at Alberta was ideal financially since the government funded the station.

However, its programs with the exception of the "Music Hour" were viewed as being of poor quality due to the indifference of the faculty. Nevertheless, the Committee in surveying the attitude of the faculty had found that 138 of 180 favoured continuation of radio broadcasting because it was seen as a useful means of extension work and contact with the community. The Committee considered radio work as an important way of providing intellectual leadership in the province.

The University is a centre of intellectual activity. It contains individuals who because of their daily work are competent to express authoritative opinion on questions of interest. Collectively, the University is competent to speak authoritatively on almost every field of interest in our society, and in this respect the University is unique. It is probably the duty of all universities to make their influences felt in every useful way. In the case of the state-supported universities there is no doubt that this is true.¹²⁵

The Committee recommended that the University continue in the field of radio broadcasting provided that steps were taken to "effect a significant and permanent improvement in 'live' programs." It suggested that a full-time person be employed to work with the radio secretary and that the faculty "commit itself more fully to radio work."¹²⁶

In August 1952, Stewart presented the Board of Governors with the option of giving up radio work or devising means of ensuring better results. The Board "strongly approved" the continuation of the broadcasts and moved that a radio producer be hired on an experimental basis.¹²⁷

Radio broadcasting was not subjected to further review until 1956 when Stewart remarked in Senate that "the

whole scheme of University broadcasting should be reassessed and radical changes made."¹²⁸ Despite the appointment of a radio producer and the interest expressed by the faculty, broadcast time had actually declined to slightly less than ten hours per week by 1955.¹²⁹ Faculty programs were limited to a 45-minute period daily from Monday to Friday. Nor apparently had there been an appreciable improvement in quality.¹³⁰

A Senate Committee was appointed "to consider broadly the question of the future participation of the University in Radio Broadcasting."¹³¹ The Committee report listed a number of factors accounting for the decline in faculty participation: the time-consuming nature of radio broadcasting, a lack of interest or "flair" for radio work by a number of the faculty, an "absurdly inadequate" budget, the necessity of having to compete with the CBC and other stations, and the general increase in research and extension (short course) work.¹³²

The Committee recommended that radio talks be reduced to shorter periods of from five to ten minutes and that participating faculty members be compensated by a reduction in their other duties. It also advocated that considerably more financial support be requested and that "a more imaginative approach be sought in the use of live broadcasts with a view to capturing a larger and more diversified audience." It argued that to quit radio broadcasting would mean the loss of the University's licence and audience. To regain the first would be impossible and to recapture the second very expensive.¹³³

In reaching this conclusion, the Committee cited the Report of the Special Committee on Radio Broadcasting in 1952.¹³⁴ The Committee pointed also to radio broadcasting as an important means of implementing the basic philosophy upon which the University was built, Tory's view that the modern state university was "a people's institution."¹³⁵

In May 1956, Stewart informed the CKUA station manager that the Board of Governors had consented to a reduction in broadcast time to include the "Music Hour" and "Saturday Evening Concert" for a total of six hours per week and a fifteen minute session devoted to faculty presentations from Monday to Friday. The broadcast period was to extend from October to March.¹³⁶ The Committee's recommendations that the faculty be compensated by a reduction in other duties and that additional funds be provided were not acted upon.¹³⁷

The Committee had rejected as short-sighted a submission by Cameron.¹³⁸ In retrospect, Cameron's brief was the most accurate assessment of the situation. Cameron, like Tory, was aware that a state institution must be capable of adapting to the changing conditions of the state. Cameron pointed out that the need which justified the time and effort of the University in the early days of broadcasting was now met by other agencies much more efficiently than the University with its completely inadequate resources. A small 1000-watt local radio station depending largely on voluntary effort was not in a position to compete with the CBC and private broadcasting stations and the additional competition of

films and television. Cameron stated:

I am inclined to the view that the University would not suffer any great loss if we gave up the entire program. It is my view that the CBC and local commercial stations will always come to the University for those professors and those artists who have something to say, or a talent to offer.¹³⁹

The Banff School of Fine Arts

Cameron was to make use of the increasing demand for specialized courses in developing the Banff School of Fine Arts as a year-round centre for continuing education. This followed from the refusal of the Board of Governors to allow its expansion as a year-round centre for instruction in fine arts and was made possible when a successful building program was launched by Cameron and its first stage reached by 1950.

The major problem facing the School at the conclusion of the war was the lack of suitable accommodation. Two developments of considerable consequence occurred in the fall of 1945 which were to eventually resolve this problem and make possible a year-round operation. In the spring and summer of 1945, Cameron enlisted the support of the President, the Banff School Board, the Banff Advisory Council and the Banff Park Superintendent in a campaign to obtain a site for the School from the federal Department of Mines and Resources.¹⁴⁰ In October, the Department agreed to lease the University 41 acres of land at a nominal annual cost of \$1 over a 42-year period.¹⁴¹ At the same time, Cameron secured an offer of from \$75,000 to \$100,000 for an administrative building from Mrs. J.W.

Woods, the widow of the late publisher of the Calgary Herald.¹⁴² Working through her solicitor, Eric Harvie, Mrs. Woods had initially suggested that a division of the Department of Chemical Engineering be established in Calgary or, failing that, "some activity" in the southern part of the province. Since the University was not in a position to act on the first suggestion, Newton had referred Harvie to Cameron.¹⁴³

In March 1946, the Board's Executive Committee approved Cameron's request of \$12,000 for building a chalet.¹⁴⁴ The cost was to be repaid to the University from rental income and approval was made contingent on a formal commitment of funds from Mrs. Woods. It also authorized the purchase and conversion of a number of temporary military buildings at a cost of \$15,000 which was to be repaid from rental income. Regarding these developments, the Board noted that

present prospects are for continuous successful operation of the School over an indefinite period but the Board cannot accept any obligation to a perpetual maintenance of the School since unforeseeable events in the distant future might make its continuance impracticable.¹⁴⁵

While the Board of Governors described the School as a successful venture of national importance on a number of occasions, it was reluctant to commit itself fully to the long-term development of the School. Prior to the 'oil boom', the University's finances were inadequate to meet all of the requirements and demands confronting them. Cameron wrote:

By the fall of 1945 the University and the government realized that they were going to be faced with the expenditure of millions of dollars to cope with the exploding enrolment. The Leduc bonanza was still two years away and the more generous attitude the discovery of major oil fields made possible was still in the future.¹⁴⁶

Norman MacKenzie, the President of the University of British Columbia and a close friend of Cameron, described the attitude of the administration to the School as one where it "tended to treat it as an orphan child or unnecessary fifth wheel.... So Donald and the School got very little encouragement or support."¹⁴⁷ This is not an entirely accurate assessment. The School was Corbett's child and Cameron had adopted it. Cameron was a man with a vision to build an institution and was in a hurry to see it realized. He did so with single-minded and "almost ruthless determination."¹⁴⁸ Cameron was so busy running the School by 1946 that Newton predicted "the time was not far off when the School would have to be divorced from the Extension Department."¹⁴⁹

The attitude of the staff to the School was mixed according to the extension librarian, Flora Macleod.

In the Department we all knew that in spite of his close watch over the many activities, one particular one, the Banff School, was growing closer and closer to his heart. He seemed to see the School quite differently from the rest of us who viewed it in its various stages with admiration often not unmingled with irritation; we saw it as something indeed promising but often chaotic. Mr. Cameron, however, always saw it not as it was, but as it was to be.¹⁵⁰

Macleod's depiction of the staff's view of the School

could easily be considered that of the Board - promising yet chaotic, admirable but irritating. While the Board did not exactly share Cameron's enthusiasm, it did support the School with the financial means at hand. Moreover, the Board with its wide concerns was sensitive to being placed in a position where it advocated the expansion of one of its extension activities while it sought funds from the government for developing such essential services as the library and sciences and medical buildings.

The Executive Committee expressed this view quite clearly when Cameron organized a four-week painting course in Jasper in July 1948. While it was a limited program conducted on an experimental basis, the course was advertised as the "Banff School of Fine Arts, Jasper Park Section". In taking this step, Cameron had not secured the approval of the Board, nor, it appears, of the President. When informed, the Executive was quite disturbed since it gave the impression that the administration had condoned expansion of the School while the University itself was having difficulty meeting its needs.¹⁵¹ While no additional costs had been incurred, the Executive expressed concern that a precedent had been set which would involve costs in the future. The course in fact attracted only 19 students and was not repeated (due to "insufficient interest").¹⁵² Cameron was informed that, "In future such consideration be brought before the Board before any action is taken."¹⁵³

For a similar reason, the Board rejected Cameron's proposal for a year-round Pianoforte program in January

1948.¹⁵⁴ It noted that it would be extremely difficult to justify additional expenditure in light of the heavy estimates for 1948-49 and increasing pressure to expand facilities in Calgary. Of significance also, the Board doubted the economic feasibility of a year-round fine arts program. It took this same stance when, in May, Mrs. Woods made her offer conditional on the School operating for longer than six weeks annually over a five-year period.¹⁵⁵ When the Board Chairman, H.H. Parlee, refused to accept the donation with this provision, the condition was dropped.¹⁵⁶ A further appeal by Cameron for a year-round music school in November 1949, was turned down on the grounds that "it would not seem wise to spread the University's resources over too many activities and at the same time it is more appropriate to press for an adequate building program."¹⁵⁷

During this period the building program was beset by spiralling costs. By January 1947, Cameron had already spent \$4,000 more than the initial estimate for the chalet and an additional \$25,000 was required to complete the building. The Board authorized the expenditure as a loan to be repaid over the years.¹⁵⁸ Plans for an administrative building were abandoned in January 1948 because of prohibitive costs.¹⁵⁹ In its stead, tenders were called for two chalets containing office and teaching space as well as sleeping accommodation. The cost of these chalets exceeded the amount allocated to them by \$8,000. While Cameron expressed confidence that he could obtain the difference from gifts and revenue, the Board

was not so certain: "It was agreed that Mr. Cameron should be reminded of the necessity of not exceeding these contracts."¹⁶⁰

While Mrs. Woods donated \$122,000 in October 1948, a plan devised by Cameron to secure private funds, the Banff School Foundation, had not generated a great deal of money. Cameron had proposed the establishment of a foundation in view of Mrs. Woods' reluctance to provide financial support for a state university (despite the nature of her original offer).¹⁶¹ Its purpose, Newton informed the Board, was "to establish in people's minds the entity of the Banff School as a private institution."¹⁶² In fact, control over the foundation rested with the administration since trusteeship was vested in the President, the Chancellor and the Chairman of the Board of Governors. Following the approval of the Board of Governors, the Banff Foundation Act was assented to by the Legislature in March 1947.¹⁶³ Close to a million dollars was to be channeled through the Foundation by 1955 due to Cameron's fund-raising efforts and government grants, but he had secured less than \$10,000 from sources other than Mrs. Woods by 1949.¹⁶⁴

In September 1948, Cameron proposed that the University purchase a YWCA residence, "Holiday House", on borrowed money to be repaid out of revenue from the property.¹⁶⁵ The Executive authorized its purchase only if Cameron raised the necessary funds from private sources. He was not able to do so but presented the proposal once again the following year.¹⁶⁶ While

noting that "the University should not borrow from private individuals", the Executive was prepared to consider the purchase pending an assessment of the School's finances. The bursar reported "an alarming growth in the School's annual deficits.... It appears that the larger the School becomes, the greater become the deficits." The deficit totalled roughly \$30,000 with another \$27,000 in unbudgeted expenditures for equipment. On the basis of the report, the Executive declined the purchase.¹⁶²

That the Board refused an extended fine arts program on economic grounds is confirmed by Cameron.¹⁶⁸ Clearly, the Department of Fine Arts, which was already heavily involved in the summer program, did not have the resources to contribute in any substantial way to a winter program. It is possible that the Board also wished to protect the Department of Fine Arts. There is no evidence to confirm this but there appeared to have been a fundamental division between the work of the School and the Department. The School did not introduce a winter program nor did the Department of Fine Arts establish a summer fine arts program on the Edmonton campus.

Cameron was seemingly not perturbed by his failure to establish a year-round fine arts program. This was still the ultimate goal of the School; he saw it as inevitable although now it might require up to fifteen years to achieve.¹⁶⁹ However, the refusal by the Board led Cameron to reconsider the role of the School. It could serve as a centre for continuing education in its own right and in doing so become the key to a year-round

... we were developing an increasing number of short courses and conferences at the University.... As there were inadequate housing facilities for these at the University in the winter months, I felt that the Banff facilities would in time become a major extension arm of the University and that if it took us some years to develop our Fine Arts program to the point where it would operate the year round, I was satisfied that we could start immediately to build the Banff School up as an adult education centre.... If we thought of the Banff School as much more than a school of fine arts, we had the key to its future success and the answer to a year-round operation.¹⁷⁰

The mainstay of the Banff School was and continued to be the summer arts program. Courses in opera and photography were added in 1950. With the inclusion of both a preliminary and a late summer short course in painting, the session was extended from mid-June to mid-September by 1952. Annual attendance ranged from a high of 655 in 1947 to a low of 452 in 1951 when the number of American students declined due to the unsettling effects of the Korean War and the draft. Average attendance throughout the period was roughly 550.¹⁷¹

Apart from Cameron's concerted efforts to advertize the School in print, film and filmstrip, on radio, in public speeches and in the boardrooms of most of the major corporations in Canada, the success of the School was based upon the quality of student work and instruction. Cameron considered the maintenance of a high standard of student work essential to the success and reputation of the School.¹⁷² This criterion also applied to the teaching staff which included some of the most outstanding writers and fine artists in Canada, among them: A.Y. Jackson,

André Biéler, W.J. Phillips, Gweneth Lloyd, W.G. Hardy and Gwen Pharis Ringwood. For these reasons the CAAE awarded the School the Henry Marshall Tory Award in 1951 for its outstanding contribution to adult education in Canada.¹⁷³

The reputation of the School was due to its summer arts program but the period from 1950 to 1956 was one in which it became a centre for continuing education providing a range of conferences and courses throughout the year. This was made possible when the three chalets were completed in November 1949, thus providing sleeping accommodation for 125, dining and lounge facilities for 400, and classroom space for 100.¹⁷⁴

Between February and December 1950, seven short courses were arranged in conjunction with the Faculty of Engineering, the School of Commerce, the CAAE, the federal Department of Natural Resources and Development, the United Grain Growers and the Alberta Wheat Pool.¹⁷⁵ At first, the Board's Executive took a cautionary stance and instructed Cameron to make certain that the courses were economically viable.¹⁷⁶ However, not only was the program a success, its rate of development surprised Cameron.

While it was inevitable that the erection of permanent year-round buildings at Banff would provide an admirable continuation centre for the University, that development is coming about more rapidly than was expected.... At the present time, some educational conventions have been booked ahead as far as June 1953.... The Banff facilities provide a unique opportunity for the University to develop the Banff School, not only as a major centre for the Fine Arts in Canada, but also to develop it as the most

attractive adult education centre possessed by any Canadian University.¹⁷⁷

The possibility of constructing an administrative building was raised in the Senate in October 1950, following Cameron's report on the success of the short courses.¹⁷⁸ The Deputy Minister of Education informed the Senate that the Minister of Education, Ivan Casey, was "greatly impressed" with the School and that with an improving economic climate in the province it was an opportune time to approach the government for funds.¹⁷⁹ Indeed, Casey had visited the School that summer and had agreed to lobby the cabinet on behalf of the School.¹⁸⁰

This matter was pursued by Stewart who, within a year, had obtained Manning's approval to construct a \$150,000 building financed equally by private donations, a provincial grant and the University.¹⁸¹ The total cost of the building eventually exceeded \$350,000. The University provided an additional \$50,000 from its Federal Aid Reserve Fund¹⁸² and Cameron secured the balance in the form of gifts and annuities through the Banff Foundation.¹⁸³ When completed in the summer of 1953, the building contained a dormitory, office rooms, five classrooms with seating capacities ranging from 25 to 100, a 750-seat auditorium and a library.

The number of short courses and conferences subsequently increased such that by the 1955-56 session 58 were offered with attendance exceeding 4,500 persons.¹⁸⁴ In organizing these, Cameron relied heavily on the faculty, federal and provincial government departments and a range of national and provincial associations. A decided thrust

of the program was on leadership training in the community and supervisory and management skill development in education, industry, business and labour.

Of the short courses, the most significant was a six-week Short Course in Business Administration held in the spring of 1952 and attended by 24 middle-management personnel in business and industry. The course was modelled after the Advanced Management Program at Harvard and stressed such topics as labour relations, business policy, administrative practices and human relations. Among the lecturers were V.W. Bladen and S.H. Hennessey of the University of Toronto, E.D. MacPhee, the Director of the School of Commerce at the University of British Columbia, staff from the University's School of Commerce and leading businessmen.¹⁸⁵

Following preliminary meetings between Cameron and MacPhee in which they agreed that the pooling of resources would enhance the course and serve both institutions, the University of British Columbia was invited by Stewart to co-sponsor the course.¹⁸⁶ The same invitation was subsequently made to the Universities of Manitoba and Saskatchewan. By November 1952, Stewart had secured the agreement of all three institutions.¹⁸⁷ Preliminary discussions regarding a similar course had been held at the University of British Columbia. According to President MacKenzie, the invitation was accepted because British Columbia "did not have the capacity to carry it alone."¹⁸⁸ Both Presidents Gillson of Manitoba and Thompson of Saskatchewan agreed since neither institution

was in a position to organize such a course for a number of years to come.¹⁸⁹

With the agreement, the Banff School of Advanced Management came into being.¹⁹⁰ Cameron was appointed director and was made responsible to a Council consisting of the President and Director (or Dean) of the School of Commerce from each of the four universities. A consultation committee consisting of six to nine persons from business and industry was also formed. In order to clarify the matter of financial responsibility, the Banff School of Advanced Management became a separate entity in 1954 when it was incorporated in Alberta under the Societies Act.¹⁹¹

The number of business courses steadily increased between 1952 and 1956. By the 1955-56 session, the School offered in addition to the six-week intensive course in Advanced Management, short courses in Executive Development, Training Supervisors and Foremen in Industry, Personnel Management and Financial Management and Petroleum Accountancy to over 500 persons.¹⁹²

Cameron considered the Banff School of Advanced Management a significant and important development¹⁹³ but the essence of the Banff School was to be found in the general adult education and fine arts programs because of their impact on the community. Cameron wrote in 1956:

In the twenty-four years of the School's growth and development some nine thousand students have participated in the courses in Fine Arts. Many of these, as teachers and community leaders, have gone back to their home communities and started sketch clubs, dramatic societies, choral groups,

weaving groups and writers' clubs. Since the development of the Banff Centre for Continuing Education hundreds of teachers, community leaders, church leaders and now business leaders have come to Banff and gone back to their own centres equipped with new ideas, new tools and new inspiration for the task of building better Canadian communities.¹⁹⁴

Credit and Non-Credit Courses

At a Symposium on University Extension in 1953, Cameron stated that the function of the extension department in "the modern provincial university ... is to mobilize the educational resources of its constituency and bring them to bear in meeting the needs of the people." The most significant post-war development in extension work at Alberta, he noted, was the marked increase in the number of people who had enrolled in the Department's short courses. Cameron viewed these courses as the most significant aspect of the Department's work because of their substantial educational content and their purpose, which was "to mobilize, train and develop leaders." The short courses served for Cameron the same purpose as had the Olds School of Community Life. By developing and training leaders in industry, business, government and the community, the Department could "develop an enlightened democratic citizenship."¹⁹⁵

In the 1946-47 session 21 short courses were attended by close to 2,000 persons. These courses generally ranged from two days to two weeks in length and provided specialized training in such areas as agriculture, pharmacy,

health inspection and school administration. Of the courses, Cameron wrote: "From the standpoint of educational content and the effects on a large number of communities, the University's short course programme is undoubtedly the most important phase of extension work."¹⁹⁶ Within four years the number of short courses had increased to 71 and attendance grew to roughly 3,500.¹⁹⁷

In February 1947, Cameron informed the Senate that many of the faculty felt that they should devote any extra time at their disposal to research rather than extension activities.¹⁹⁸ A year later, Dean Sinclair stated in Senate that the Faculty of Agriculture had no time to carry out extension work because of its heavy commitment to teaching and research.¹⁹⁹ Nevertheless, Cameron continued to draw upon the resources of the faculty and it responded to his requests. Writing in 1947, Cameron indicated that in spite of the heavy burden placed on the teaching staff by the record enrolment of students and the demands of an expanded research program, the faculty had "not overlooked the importance of serving the larger community and serving it well."²⁰⁰ In a report to Senate two years later, he indicated that the Department's non-credit courses were playing an increasingly prominent role in the industrial, educational, business and cultural life of the province and that the faculty played a vitally important part in the development and delivery of these courses.²⁰¹

The number of lectures delivered annually by the faculty within these programs increased from roughly 300

in the 1946-47 session to over 900 by the 1948-49 session.²⁰² The number of extension lectures delivered by the staff of the Faculty of Agriculture had also increased from 130 to 180. The academic staff was primarily concerned with teaching and research but it had also shown a commitment to extension work. Regarding the attitude of the faculty to extension work, Cameron later wrote:

A substantial number of the University faculty welcome the opportunity to participate in the extra-mural programs. There are some who look upon the demands for extension lectures, articles or radio talks as an interference with their personal time or more importantly, with their primary responsibility for teaching and research. On the whole the great majority of the faculty are impressed with the importance of the need for and the place of continuing education and of the University's relationship to it.²⁰³

Between 1950 and 1956, the number of short courses increased steadily. In the 1955-56 session, 6,300 persons enrolled in over 160 courses in close to 50 locations in the province. In assessing the contribution of the faculty to extension work in this session, Cameron wrote: "This report reflects a substantial increase in time and effort by all faculties, departments and schools to extension work and adult education activities." The faculty had delivered over 1,300 lectures in a wide range of courses in agriculture, business and industry, education, the humanities and social sciences, art and drama, medicine and law.²⁰⁴

Among the more significant courses offered by the Department were those in the field of business and industry. The increase in demand for courses in business and

industry, Cameron reported in 1953, reflected the industrial development of the province following the discovery of oil and accounted for much of the growth in extension work.²⁰⁵ There had occurred a steady increase in the number of courses for purchasing agents, real estate agents, insurance underwriters and personnel officers beginning in the 1948-49 session. By 1956, the Department offered a number of courses leading to certification by the Society of Industrial and Cost Accountants of Alberta, the Alberta Real Estate Association and the Appraisal Institute of Canada.²⁰⁶

The Department had also established a training program in the petroleum industry following the introduction of two "Mud Schools" in 1949. These dealt with the techniques of handling drilling fluids in the extraction of oil and were the first of their kind held in Canada.²⁰⁷ The courses were attended by 148 "rough pushers and drillers and were organized by Professor J.E. Conway of the Department of Chemical Engineering at the University of Texas in conjunction with the University's Department of Chemical and Petroleum Engineering.²⁰⁸

Following an arrangement with the Canadian and American Association of Oil Well Drilling Contractors and the Alberta Petroleum and Natural Gas Conservation Board, this work was expanded in the 1950-51 session to include two Mud Schools, a Management Institute, an Oil Treating School and a Gas Metering School.²⁰⁹ In the spring of 1952, Dean Hardy of the Faculty of Engineering

s by the University that has not
ther industry." ²¹⁰

am was termed the Petroleum Industry
T.S.) and was placed under an advis-
ng of Cameron, the Chairman of the
Gas Conservation Board, the Pres-
Association of Oilwell Drilling
nd the President of the Canadian
(CPA). Funding by CAODC, the CPA
ment increased from an initial

by the 1955-56 session.²¹¹ Instruc-
.I.T.S. employees within the Depart-
staff of the Department of Chemical
ing. Between 1949 and 1956, approx-
ived training in an increasing
urses, and management, accounting

ssion the Department organized 10
onton and Calgary in such subjects
versational French and child psy-
classes consisted of ten ninety-
. More than 750 students enrolled
ovided almost exclusively by Uni-

a Senate Committee on Evening
eron, was formed to determine the
g the evening classes to other
.²¹⁴ In its deliberations, the

Committee raised the possibility of the University offering late afternoon or evening courses in commerce and education in order to meet an increasing demand for professional training in these fields. It noted that the University of Toronto's evening business certificate and B.A. program (which consisted of summer session and winter evening courses) provided evidence that such a program was financially viable. The Committee recommended that courses toward the B.Ed. and B. Com. degrees be offered in the late afternoon or evening in both Calgary and Edmonton.

This recommendation was forwarded by the Senate to the General Faculty Council which in turn struck a Committee on Late Afternoon and Evening Classes. In October 1951, the General Faculty Council endorsed the Committee's recommendations. The Committee reported that the School of Commerce, the majority of the departments in the Faculties of Education and Arts and Science, the Alberta Teachers' Association and the Society of Chartered Accountants favoured the development of an evening division. It recommended that first year courses in commerce and arts and science and junior and senior courses in education be offered during the evening in both cities beginning in the 1952-53 session. Second and third year courses were to be offered "when required." Control over academic matters was made the responsibility of the Registrar and the academic departments concerned while the management of the program was entrusted to the Department of Extension

which, according to the Committee, "already had the facilities to perform the task."²¹⁵

Cameron was later to assert that the evening credit program was an outgrowth of the Department's non-credit evening classes.²¹⁶ The latter played at best a minor role in the decision to implement an evening credit program. Of greater significance was the continuing demand for academic upgrading and professional training from practicing teachers. Following the war, repeated requests were made by the Alberta Teachers' Association for both part-time and correspondence courses.²¹⁷ The University's stance regarding the latter remained unchanged; extra-mural work "was to be left to those universities which had already established the necessary machinery for it."²¹⁸ Nor was the University in a position to introduce an evening credit program due to the influx of student veterans and limited finances immediately following the war.

However, by 1951, these conditions no longer applied. In addition to improved finances, the number of students had declined by about 1,400 from the peak reached in the 1947-48 session. Moreover, the extended day program which had been introduced to accommodate the student veterans had led to the acceptance of late afternoon and evening courses. Despite the decline in student numbers, no less than 24 credit courses were offered at these times during the 1950-51 session. An evening credit program did not require additional manpower. All that was required was that access to such courses be given to part-time students.

The establishment of an evening credit program must also be seen in the light of a government decision to extend university work to Calgary following the recommendations of the 1942 Survey Committee. In 1946, responsibility for teacher training throughout the province was placed with the Faculty of Education. By this measure, the staff of the Calgary Normal School became staff members of the Faculty of Education and the School was renamed the Faculty of Education of the University of Alberta at Calgary. This development was viewed by the Board of Governors as the first step in the establishment of a southern branch of the University since the government had signalled its intention three years earlier to house a junior college in the buildings of the Normal School.²¹⁹ First year arts and science courses had been provided by Mount Royal College, a United Church secondary school in Calgary and an affiliate of the University, since 1931. However, the Board of Governors had turned down a request in 1943 by its principal, John Garden, that the College be allowed to offer first year engineering and pre-medical and nursing courses on the grounds both that it was inappropriate to establish a professional school in a junior college and that the government preferred the use of publicly-owned and tax-supported institutions for the development of university work in Calgary.²²⁰

A second request by Principal Garden in 1950 that Mount Royal College be allowed to offer senior arts and science courses was also turned down despite Garden's claim that the College

was "in a better position" than the University to offer advanced courses in Calgary.²²¹ At that time, close to 300 students were enrolled in one or more first year courses at the College.

It is doubtful that the University would have acceded to this request since it had for close to two decades strictly adhered to the principle that junior college work be confined to first year subjects on the grounds that the more specialized work of the senior courses, particularly the three years of honours work, constituted "real University training" and was therefore not to be entrusted to an affiliated college.²²² In any event, the University was clearly committed to expansion by 1951. Two years earlier, the Board had resolved to introduce first year arts and science courses but refrained from implementing the decision in order to first develop the Faculty of Education.²²³ Following negotiations with the government in 1950, the Board approved the introduction of nursing and first year arts and science courses in the 1951-52 session.²²⁴

Thus, when the General Faculty Council approved an evening credit program in October, 1951, first year courses leading to the B.A. degree had been introduced at the Calgary campus. However, only two students had enrolled. The limited response to the program was a matter of some concern to the Director of the Faculty of Education in Calgary, Dr. A.L. Doucette, and the Committee on Late Afternoon and Evening Classes in light of Garden's claim on behalf of the College. An evening credit program was viewed as a means of increasing the number of students and furthering the development of the

branch due to its "very considerable Public Relations value." ²²⁵

The program did not attract an appreciable number of students in Calgary despite the establishment of a publicity committee under Dr. Doucette in 1953. No more than 40 students enrolled annually between 1952 and 1956. According to Campbell, few Calgarians enrolled because the University was "not in a position to guarantee more than the first year course requirements." ²²⁶ This, he stated, also accounted for the relatively poor response to the B.Com. degree. Less than 20 students enrolled annually (at both campuses) over the same period. Moreover, participation in the evening credit program by faculty was strictly voluntary and the General Faculty Council noted in 1955 the difficulty of securing University staff since "many were now busy with research." ²²⁷

Despite these limitations, the number of students increased from 147 in 1952 to 440 in 1956. ²²⁸ The majority were enrolled in courses offered at the Edmonton campus. An increase in enrolment also followed the extension of the program to Lethbridge in 1953, Medicine Hat in 1954 and Red Deer and Hanna in 1955 in response to requests for courses by teachers. First year courses toward the B.Ed. and B.A. degrees were organised with the assistance of school boards and instruction was provided by local school teachers "of high competence and training" nominated by the University departments concerned. ²²⁹

The evening credit program was advertised as "being of special interest to teachers", and of the students over 80 per cent were teachers. ²³⁰ It was evident by 1955 that there was sufficient demand for evening credit courses but further

development required the introduction of second year courses and a better means of securing the necessary instructional staff. These and other matters were addressed by an ad hoc Committee on the Evening Credit Program established by the General Faculty Council in the fall of 1955 "to survey the whole problem of the Evening Credit Program."²³¹

Based on the Committee report, the General Faculty Council approved the introduction of second year courses leading to the B.A. and B.Com. degrees in Calgary and Edmonton beginning in the 1956-57 session.²³² Approval was given to an increase in the number of courses from 14 to 32. On faculty participation in the evening classes, the Committee recommended maintaining the policy then in effect of viewing evening instruction as an "extra burden" for which an honorarium of \$700 was paid. This recommendation followed expressions of concern over possible interference with research and intra-mural instruction. At the same time, the Committee proposed "as a logical arrangement where Evening Division courses become prominent in the curriculum" that the practice of having staff teach both regular day and evening courses following the pattern at Carleton College and Sir George Williams be adopted.²³³ The General Faculty Council moved that while instruction in evening credit courses was to be voluntary, at the discretion of heads of departments, it be considered part of the "normal timetable."²³⁴

It is evident in both the deliberations of the Committee and the General Faculty Council that the evening credit

program was viewed as an important element of University work. The number of students constituted roughly 10 per cent of the undergraduate student body and was expected to increase further. Due to the growing importance of the program, the Committee recommended changes in its administration. The Department was praised for its work in promoting and arranging the courses but, according to the Committee, the program suffered from a lack of direction. Courses were offered on a rather piecemeal basis since their selection was made at a departmental level. In future, they would need to be organized in a more coherent fashion consistent with the B.A., B.Ed., and B.Com. degree patterns. This, in the view of the Committee, required the appointment of a part-time director.^{2 3 5}

The Committee recommended that Dr. J.W. Gillies, the Director of the Summer Session, be appointed Director of the Evening Credit Program on the grounds that, firstly, he was a member of the academic staff and, secondly, that he would be in a position to co-ordinate the evening and summer credit work. Approximately 2,500 students were registered in the summer session and an increasing number were enrolled in both evening and summer session courses. In recommending Gillies, the Committee rejected Cameron's claim that the credit program was a "logical outgrowth" of the non-credit classes and allied primarily with the extension work of the Department whose task it should be to develop the program.^{2 3 6} According to the Committee: "credit courses

were more closely connected from the point of view of administration with other credit courses than with the non-credit courses offered by the Department."²³⁷ Not surprisingly, faculty control over credit work --- a position firmly held since the introduction of summer credit work in 1919 --- was affirmed.

Nevertheless, the resources of the Department were required for a program located in six centres in the province. For this reason, the Committee recommended that Duncan Campbell be appointed Assistant Director of the Evening Credit Program. Evening credit courses were seen as a faculty responsibility which also fell within the purview of the Department. Moreover, the Committee considered the evening credit program as an essential element of what it termed "the total University extension program."²³⁸ Extension work was not to be confined to non-credit work. Formal recognition was given to the increasing importance of part-time credit work as an extension function of the University. In March, 1956, the General Faculty Council approved the report of the Committee and its recommendations were put into effect.²³⁹ Over the next five years, the most notable development in extension work was the dramatic growth in the number of part-time students.

In June 1956, a report on adult education in the Canadian universities was the subject of a symposium at the National Conference of Canadian Universities.²⁴⁰ The report had been prepared by J.R. Kidd, the director of the Canadian Association for Adult Education, at the request of the Conference which three years earlier had cited the need for a thorough enquiry into the role of the university in both credit and non-credit work.²⁴¹ Prior to this, the most comprehensive examination of university extension work had been undertaken as part of a larger study by Sandiford in 1935. Since then, an increasing number of universities had become involved in what appeared to be an expanding range of extension activities. A number of critical questions were posed. What was the capacity for and desirability of universities engaging in extension work in light of the "staggering increase" in full-time student enrolments? How appropriate was non-credit work in the universities, given the growth in the number of government and non-government agencies in the field of adult education? What part "should the university play in continuous learning?" Did the university have a distinctive role in the field of adult education?²⁴²

The report provided a detailed account of extension work in the Canadian universities and presented a number of general observations. It began by reporting that on the whole those in the universities were favourable to university adult education. Secondly, the record of achievement in the field

of adult education was described as outstanding. Thirdly, the contribution of the universities was seen as all the more remarkable given the limited funding for adult education:

"Indeed any assessment of the results achieved for the money expended will lead to sober satisfaction."²⁴³

Fourthly, there were no easy prescriptions on the "proper" role of the university in extension work due to the diversity of the communities each served, the differing cultural, economic and geographic realities of Canada, and the distinct capacities and purposes of each institution. Special attention was drawn to the great variation in the history, objectives and administration of adult education in the Canadian universities.²⁴⁴

Despite this diversity, a number of trends were apparent. Summer schools and evening credit programs were firmly established features of extension work in most universities. The most spectacular development in non-credit evening classes was the increase in courses for business and the semi-professions. More universities were organizing residential short courses and conferences. The single lecture given by the itinerant professor had given way to more systematic courses of longer duration. Most universities were offering an increasing number of special extension services such as libraries, film and music collections, and consultancy services. All universities had cited leadership training as a primary purpose of extension work. Lastly, the report noted a trend in the development of curricula suited to the needs and experience of adult students instead of relying on courses which had been prepared strictly for secondary

school-leavers.²⁴⁵

Of these trends, the only one not apparent at the University of Alberta was the development of curricula which, in the terms of the report, recognized "the value of adult experience." The faculty had traditionally supported extension work and had made important contributions in the form of radio broadcasting, agricultural extension, and, notably since the war, in a range of short courses but it had also maintained a fundamental distinction between credit and non-credit work. Summer credit work since 1919 had been the responsibility of the faculties of Arts and Science and Education and the evening credit program had been operating for only four years. Consequently, any possible impact by the Department could only have been minimal. In the Department's report to Kidd, Cameron noted that while one might assume that involvement by the faculty in adult education programs would result in a more "understanding" attitude to adults there was insufficient evidence to judge the effect.²⁴⁶

What was apparent in 1956 was that the major trends cited by Kidd also characterised the main emphases and directions of extension work at the University of Alberta: an increase in the number of short intensive courses which relied upon the teaching and research functions of the University; the increasing prominence of evening and summer session credit courses; a stress on leadership training in the arts,

business, government and the professions; the decline of single extension lectures and their replacement by comprehensive lecture programs; and the maintenance of such specialized services as the extension library and the slide/film service.

The University of Alberta provided, Kidd noted, "a multi-service programme" which was entirely befitting a provincial university responsible for an extensive geographic area.²⁴⁷ The University contributed substantially to the social, cultural and economic development of the province. It did so by embracing a service philosophy which had not altered since first laid down by H.M. Tory almost fifty years earlier. The objective of this philosophy, Cameron wrote in 1955, was "to bring the University to the people... by being in tune with changing needs."²⁴⁸

Equally important, the essential elements of extension work in the present-day University could be discerned in 1956. Extension work in the 1960s and 1970s was to follow the pattern established by 1956 with two exceptions. The first of these was radio broadcasting, the demise of which could by this time be forecast. The second was the separation of the Banff School of Fine Arts from the University in 1966 and its attachment to the newly-founded University of Calgary. While the founding of a university in Calgary precipitated this development, its roots lay in an important event which occurred in 1955.

In July 1955, Cameron was appointed to the Senate of

Canada. Cameron later described himself as an Independent Liberal because his political views were not dissimilar to those of the Liberal Party.²⁴⁹ However, he was not associated with the Party prior to his appointment and, indeed, had not engaged in politics since working as an organizer for the United Farmers of Alberta in 1927. Cameron could not be considered apolitical since the central theme of his work was the promotion of citizenship and a democratic society by means of leadership training, cultural development and community participation. But he was essentially non-political. In the selection of Senate members, the St. Laurent government had determined that two of the sixteen vacancies were to be "university appointments on a non-political basis."²⁵⁰ Cameron was selected as a representative from Western Canada with his counterpart in the East being Father George Henri Lévesque, Dean of Social Sciences at Laval University.

In September, the Board of Governors met to examine the implications of Cameron's appointment which was to take effect in January.²⁵¹ Cameron indicated that since the Senate sittings were held between January and July, he could devote five months each year to the Banff School without interfering with his Senate duties. He proposed that he continue on as Director of the Banff School and that a new Director of Extension be appointed. A decade later Cameron wrote that he severed his connections with the Department with "some regret"²⁵² and that he left the Department to give his time to the School at the request

of President Stewart.^{2 5 3} In reality, he was quite willing to give up his post as Director of Extension but not his control over the Banff School. Cameron would have declined the Senate seat had it meant disassociation from the School.^{2 5 4}

The Board approved a motion which "favoured separating the School under Cameron from the Department of Extension."^{2 5 5} There was no dissenting view. The record of this meeting reveals a general acceptance of the inevitability of a development which Newton had forecast in 1946. President Stewart noted only that the further isolation of the School would be "unfortunate." Clearly, it was considered Cameron's School. Since the passage of the Banff Foundation Act and the School's development as a year-round centre for continuing education, the School had come to be viewed increasingly as an essentially independent entity. Of further significance, the motion was put by Mr. Justice H. Macdonald. Macdonald was to chair a Committee to Review the University Act formed by the Board in 1964. The report of this Committee was endorsed by the Board and the government. It served as the basis for Bill 77 by which the Banff School became part of the University of Calgary.^{2 5 6}

Responsibility for extension work other than that at the Banff School was entrusted to Campbell, still acting in his capacity as Assistant Director. The Board's attempt to secure a replacement for Cameron from outside the University was unsuccessful.^{2 5 7} Thus, Cameron continued on nominally as Director of Extension until October 1956 when,

at the conclusion of the Banff Summer School, he was succeeded by Campbell.²⁵⁸ The School was divorced from the Department. Henceforth, Cameron and Campbell were to report independently to the President. Of this development, Campbell wrote that the School had "reached the stage of independent existence. The nationally known and respected Banff School of Fine Arts now comes of age after a quarter of a century of steady and sometimes spectacular progress."²⁵⁹ A major step had been taken toward the separation of the School from the University and its eventual establishment as an autonomous institution.

As we shall see the basic pattern of extension work at the University of Alberta has remained essentially unchanged from the time of Campbell's appointment. Despite the expansion in the number of post-secondary institutions in Alberta in the 1960s and 1970s, the work of the Department has not substantially altered.

FOOTNOTES FOR CHAPTER VIII

1. Newton to Manning, 18 May, 1950.
2. Sen.Min., 28 February, 1950.
3. Johns, op.cit., pp.209-210.
4. Sen.Min., 11 February, 1949.
5. Min.Exec.Board Gov., 7 October, 1945.
6. Min.Exec.Board Gov., 13 November, 1945.
7. I Passed this Way, 1889 - 1964+, op. cit., p. 378 ff.
8. Newton to Manning, 16 January, 1945.
9. Sen.Min., 28 February, 1950.
10. Sen.Min., 11 February, 1949.
11. Manning to Newton, 18 May, 1950.
12. Johns, op.cit., p.212 ff.
13. Samuel, op.cit., p.187.
14. Johns, op.cit., p.246.
15. Barr, J.J., The Dynasty: The Rise and Fall of Social Credit in Alberta. (Toronto: McClelland and Stewart, 1974), p.141 ff.
16. Statements of Revenue and Expenditure, 1946 to 1956.
17. Johns, op.cit., pp.241-246.
18. "Letter to Manning" 17 May 1950

19. Johns, op.cit., pp.281-282.
20. Stewart, A., A.R.B.G. (President), 1951, p.27.
21. Sen.Min., 28 February, 1950.
22. Annual Reports, 1950 to 1956.
23. Annual Report of the Department of Education, 1946,
pp.75-77.
24. Ibid.
25. Annual Report of the Department of Education, 1947,
pp.66-68.
26. Ibid, p.67.
27. Tweedie to Newton, 21 October, 1947.
28. "A Brief on Adult Education submitted to the
Honorable Mr. Ivan Casey, Minister of Education,
by the Alberta Adult Education Association",
7 November, 1947. Newton Papers.
29. Ibid.
30. Cameron to Newton, 25 March, 1947.
31. Ibid.
32. Salter to Newton, 26 April, 1948.
33. Minutes of the General Meeting of the Alberta Adult
Education Association, Edmonton, 17 March, 1948.
34. Cameron to Newton, 25 March, 1948.
35. Newton to Tweedie, 22 October, 1947.

37. Ibid.
38. Minutes of the General Meeting of the Alberta Adult Education Association, 17 March, 1948.
39. Cameron to Newton, 25 March, 1948.
40. W.H. Swift to C.H. Grant, 6 February, 1948.
41. Cameron to Stewart, 7 August, 1952. The assets of the Association were valued at \$3,001.
42. D.D. Campbell to Dr. M. Wyman, Vice-President (Academic), 22 August, 1969.
43. Sen.Min., 25 June, 1953.
44. Ibid.
45. Kidd, J.R., Adult Education in the Canadian University. (Toronto: C.A.A.E., 1956).
46. Cameron, D., "Adult Education in the Canadian University: A Survey of the work which is being done in University Extension in the Province of Alberta with some comments on its effectiveness and short-comings", 13 April, 1955. Department of Extension Files.
47. Kidd, op.cit., pp.67-72.
48. Statement of Revenue and Expenditure, 1956.
49. Extension staff at Toronto and British Columbia 19 and 23 respectively. Refer Kidd, op.cit., 1956, pp. 121-128.
50. Annual Reports, 1946 to 1956.
51. Ibid.

52. Interview with D.D. Campbell, August 17, 1980.
53. M.E. LaZerte to Newton, 15 February, 1946.
54. Newton to Macdonald, 21 October, 1947.
55. Newton to Cameron, 15 Janaury, 1947.
56. Cameron to Newton, 20 December, 1946.
57. Brown to J.M. Whidden, Secretary of the Board of Governors, 7 April, 1952.
58. Ibid.
59. C.F. Ritchie, Supervisor of Visual Instruction, to J.W.J. Underheill, 23 February, 1962.
60. Cameron to Newton, 37 July, 1945.
61. Min.Exec.Board.Gov., 7 October, 1945.
62. Annual Report, 31 March, 1946.
63. "Address to the NFB Personnel Annual Conference, University of Alberta", 3 June, 1946.
Typescript. Department of Extension Files.
64. Cameron to Brown, 12 August, 1951.
65. Ibid.
66. Annual Reports, 1946 to 1956.
67. Annual Report, 31 March, 1947.
68. Ibid.
69. Annual Reports, 1946 to 1956.

70. A.J. Hooke, Minister of Education, to R. McLean,
Government Film Commissioner, 3 January, 1942.
71. Ibid.
72. C.W. Gray to J.D. Ralph, Director of Distribution, NFB,
25 January, 1947.
73. Ibid.
74. Annual Report of the Department of Economic Affairs,
1947.
75. Annual Report of the Department of Economic Affairs,
1948.
76. Annual Reports, 1946 to 1956.
77. Ibid.
78. Movies for the People, op.cit., p. 58.
79. Annual Report, 31 March, 1956.
80. Movies for the People, op.cit., pp. 62-76.
81. Annual Reports, 1961 to 1965.
82. Alberta Statutes, C.7. 1945. See Beard, J., op.cit.,
p.71 ff.
83. A.J. Hooke to Newton, 35 September, 1945.
84. Minutes of the Annual Meeting of the ALA, 28 May,
1947.
85. Order-in-Council No.260/47, March, 1948.
86. Minutes of the Annual Meeting of the ALA, 26 May,
1948.

87. Ibid.
88. Survey of Libraries in Canada, op.cit., 1954, p.13
89. Coughlin, op.cit., p.60.
90. Campbell, H.C., op.cit., p.24 ff.
91. Survey of Libraries in Canada, 1959, p.16 ff.
92. Ibid. See also Sen.Min., 31 October, 1958.
93. Statements of Income and Expenditure, 1946 to 1956.
94. Annual Report, 31 March, 1946.
95. Annual Report, 31 March, 1947.
96. Annual Reports, 1946 to 1956.
97. Annual Report, 31 March, 1947.
98. Annual Report of the Extension Librarian, 31 March, 1947.
99. Annual Report, 31 March, 1951.
100. Louise Riley, Chairman, Alberta Library Board, to Manning, 6 February, 1950.
101. Calgary Herald, 3 March, 1951.
102. A.J. Hooke, Minister of Economic Affairs, to G. Soudahl, 20 June, 1949.
103. Annual Report, 31 March, 1956.
104. Annual Report, 31 March, 1946.

105. Min.Radio Broad.Comm., 11 April, 1946.
106. Ibid.
107. Ibid.
108. Min.Radio Broad.Comm., 29 April, 1947.
109. Calgary Herald, 28 February, 1950
110. The government was refused a licence in March and again in August, 1945. See Edmonton Bulletin, 7 March, 1945; Edmonton Bulletin, 18 August, 1945. No further attempts were made.
111. D.B. MacMillan, Minister of Public Works and Telephones to Manning, 6 July, 1949.
112. Manning to G.M. Bill, 13 October, 1948.
113. Calgary Herald, 28 February.
114. Min.Board Gov., 1 February, 1950.
115. A meeting was held 21 February 1950. Ref. Min. Board Gov., 21 March, 1951.
116. Newton to Manning, 15 March, 1950.
117. Ibid.
118. Calgary Herald, 15 March, 1950.
119. Manning to H.E. Pearson, 7 July, 1950.
120. Calgary Herald, 4 February, 1951.
121. Stewart, A. "Memorandum for Members of the Radio Broadcasting Committee, 20 August, 1950.

122. Min.Radio Broad. Comm., 19 September, 1951.
123. Ibid.
124. Report of the Special Committee on Radio Broadcasting
by the University of Alberta, 27 March, 1952.
Stewart Papers.
125. Ibid.
126. Ibid.
127. Min.Board Gov., 14 August, 1952. Mr. A. Ward was hired
on a part-time basis in October.
128. Sen.Min., 24 February, 1956.
129. University of Alberta Radio Program, October, 1955.
130. Annual Report, 31 March, 1954.
131. Sen.Min., 25 February, 1956. The committee consisted
of G.R.A. Rice, M. MacKenzie and M. Crawford
who served in the chair.
132. Report of the Senate Committee on Radio Broadcasting,
Sen.Min. 16 May, 1956.
133. Ibid.
134. Report of the Special Committee, op.cit.
135. Sen.Min., 16 May, 1956.
136. Stewart to J.W. Hagerman, 16 May, 1956. The Board
had not yet met but Stewart had secured the
approval of the Executive prior to the
discussion in Senate. Ref. Min.Exec.Board Gov.,
14 May, 1956.
137. Min.Exec.Board Gov., 14 May, 1956.

138. Sen.Min. 15 May, 1956
139. Cameron, D., "Notes re: University Radio Broadcasting", 20 February, 1956.
140. Min.Board Gov., 11 January, 1946.
141. Min.Exec.Board Gov., 13 November, 1945. Since the renewal of the lease was an option of the University, it was in effect a perpetual one. Ref. Min.Exec.Board Gov., 23 May, 1949.
142. Ibid.
143. Campus in the Clouds. op.cit., pp. 60-61.
144. Min.Exec.Board Gov., 1 March, 1946.
145. Min.Board Gov., 20 March, 1946.
146. The Impossible Dream, op.cit., p. 113
147. MacKenzie, N., "Reminiscences" in Motherwell, op.cit., p. 87.
148. Eggleston, W., "Reminiscences" in Motherwell, op.cit., p. 114.
149. Sen.Min., 29 October, 1946.
150. Macleod, F., "Reminiscences" in Motherwell, op.cit., p. 123.
151. Min.Exec.Board Gov., 16 June, 1948.
152. Annual Report, 31 March, 1950.
153. Min.Exec.Board Gov., 16 June, 1948.
154. Min.Board Gov., 21 January, 1948.

155. Min.Board Gov., 7 May, 1948.
156. Min.Exec.Board Gov., 15 September, 1948.
157. Min.Exec.Board Gov., 2 November, 1949
158. Min.Board Gov., 28 January, 1947.
159. Min.Exec.Board Gov., 6 January, 1948.
160. Min.Exec.Board Gov., 6 May, 1949.
161. Cameron to Harvie, 12 December, 1945.
162. Min.Board Gov., 28 January, 1947
163. An Act to Incorporate the Banff Foundation, Chapter
22, 31 March, 1947.
164. Min.Exec.Board Gov., 19 November, 1951.
165. Min.Exec.Board Gov., 15 Septenver, 1948.
166. Min.Exec.Board Gov., 24 November, 1949.
167. Ibid.
168. Campus in the Clouds, op.cit., pp. 79-80; The
Impossible Dream, op.cit., pp. 137-139.
169. Cameron, D., "The Banff School of Fine Arts" in
Adult Education in Canada, op.cit., p. 159.
170. Campus in the Clouds, op.cit., pp. 80-81.
171. Annual Reports, 1945 to 1956.
172. The Impossible Dream, op.cit., p. 130 ff.
173. Annual Report, 31 March, 1952.

174. Annual Report, 31 March, 1950.
175. Annual Report, 31 March, 1951.
176. Min.Exec.Board Gov., 5 January, 1950.
177. Annual Report, 31 March, 1951
178. Sen.Min., 27 October, 1950.
179. Ibid.
180. Campus in the Clouds, op.cit., p.87.
181. Min.Exec.Board. Gov., 15 September, 1951.
182. Min.Exec.Board Gov., 2 April, 1951.
183. An amendment was made to the Banff Foundation Act to allow for annuities, The provincial government agreed to guarantee payments in excess of funds held with Foundation. Ref. Min.Board Gov., 17 April, 1953.
184. Annual Report, 31 March, 1956.
185. Annual Report, 31 March, 1952.
186. Min.Exec.Board Gov., 12 November, 1952.
187. Min.Board Gov., 12 November, 1952.
188. MacKenzie to Cameron, 8 May, 1952.
189. Min.Board Gov., 12 November, 1952
190. The management structure was determined at a meeting in Banff between Stewart and MacKenzie. Memorandum of Discussion on Banff School of Advanced Management, Banff, 29 March, 1952. Department of Extension files.

191. Min.Exec.Board Gov., 3 September, 1954.
192. Annual Report, 31 March, 1956.
193. Campus in the Clouds, op.cit., p. 101
194. Op.cit., p. 103.
195. Symposium, 1953, op.cit.
196. Annual Report, 31 March, 1947.
197. Annual Reports, 1947 to 1951.
198. Sen.Min., 15 February, 1947.
199. Sen.Min., 22 October, 1948.
200. Annual Report, 31 March, 1947.
201. Sen.Min., 21 October, 1949.
202. Annual Reports, 1946-47 to 1948-49.
203. "Adult Education in the Canadian University",
op.cit.
204. Annual Report, 31 March, 1956.
205. Sen.Min., 30 October, 1953.
206. Annual Report, 31 March, 1956.
207. Harrison, R., President, Canadian Petroleum
Association, "Summary of Petroleum Industry
Training Service programs since its inception
in 1949", 30 May, 1955. Typescript.
Department of Extension Files.
208. Annual Report, 31 March, 1950.

- 209. Min.Exec.Board Gov., 5 January, 1950.
- 210. Sen.Min., 29 February, 1952.
- 211. Min.Board Gov., 30 June, 1955.
- 212. Harrison, op.cit.; Annual Report, 31 March, 1956.
- 213. Annual Report, 31 March, 1951.
- 214. Sen. Min., 12 December, 1950.
- 215. Min. Gen. Fac. Coun., 28 October, 1951.
- 216. Cameron to Johns, 28 October, 1955.
- 217. Min. Exec. Board Gov., 13 August, 1948.
- 218. Ibid.
- 219. Ref. Min. Board Gov., 27 April, 1943.
- 220. Ibid.
- 221. Min. Board Gov., 15 March, 1950.
- 222. Min. Board Gov., 31 March, 1931.
- 223. Min. Board Gov., 8 December, 1949.
- 224. Min. Board Gov., 13 November, 1950.
- 225. Min. Gen. Fac. Coun., 28 October, 1951.
- 226. Campbell, D., Report on the Evening Division,
1953-54, to the Senate, 30 October, 1953.

- 227. Min. Gen. Fac. Coun., 13 October, 1955.
- 228. Reports on the Evening Division, 1952-53 to 1955-56.
- 229. Johns to Stewart, 25 June, 1954.
- 230. Reports on the Evening Division, 1952-53 to 1955-56.
- 231. Min. Gen. Fac. Coun., 26 September, 1955.
- 232. Min. Gen. Fac. Coun., 22 March, 1956.
- 233. Min. Com. on Even. Div. Courses for Credit., 31 October, 1955.
- 234. Min. Gen. Fac. Coun., 22 March, 1956.
- 235. Report of the ad hoc Committee on Evening Division Courses for Credit, 22 March, 1956.
- 236. Cameron to Johns, 28 October, 1955.
- 237. Min. Com. on Even. Div. Courses for Credit., 12 December, 1955.
- 238. Johns to Cameron, 1 November, 1955.
- 239. Min. Gen. Fac. Coun., 22 March, 1956.
- 240. Kidd, J.R., Report of the Special Survey Conducted in Canada During the Past Two Years, N.C.C.C. Proceedings, March, 1956. A complete report, entitled, Adult Education in the Canadian University was published by the C.A.A.E. in June, 1956.
- 241. Adult Education in the Canadian University, p.i.

242. Report of the Special Survey, op.cit., p.54.
243. Ibid., p.59.
244. Adult Education in the Canadian University, pp.48-73.
245. Ibid., pp. 95-96.
246. Cameron, Adult Education in the Canadian University,
13 April, 1955.
247. Adult Education in the Canadian University, p. 51.
248. Cameron, op. cit.
249. The Impossible Dream, op.cit., p. 188.
250. Ibid., p. 185.
251. Min. Board Gov., 2 September, 1955.
252. Cameron to A. Burkholder, 2 July, 1966.
253. Cameron to Campbell, 29 November, 1965.
254. Cameron to A. Toffey, 21 August, 1956.
255. Min. Board Gov., 2 September, 1955.
256. The Committee was appointed by the Board on 17 February, 1964. The Committee report, entitled the Report of the Governors of the University of Alberta to the Government of the Province of Alberta, was presented to the government in November 1965 and served as the basis for Bill 77, A Bill Respecting Universities, 3rd session, 15th Legislature, 11 April, 1966
257. The position was declined by W.M. Baker of the University of Saskatchewan, J.R. Kidd and F. Peers.

258. Campbell was not considered as a candidate for the directorship of the Department although he had served increasingly in that capacity since first appointed to the Department. By August, it was clear that he would succeed Cameron, having secured both the support of Stewart and Cameron. Ref. Stewart to Cameron, 17 August, 1956 and Cameron to Stewart, 27 August, 1956.
259. Annual Report, 31 March, 1957.

CHAPTER IX

EPILOGUE: THE DEPARTMENT OF EXTENSION IN THE 1960s AND 1970s

Prior to 1945, all extension work at the University with the exception of the Summer School was either initiated by or conducted through the Department of Extension. With the loss of the radio station and the transfer of responsibility for the University's contribution to radio broadcasting to a committee appointed by the President, the range of extension activities undertaken by the Department narrowed. With the separation of the Banff School in 1956, its functions were further curtailed.

Campbell noted that the pattern was set for the subsequent development of extension work.¹ A clear distinction could be made between extension activities of the University and extension work under the auspices of the Department of Extension. The Department played a support role --- one which it maintains today --- in the Evening Credit Program. However, evening credit courses, together with radio broadcasting, the Summer School, and the Banff School, were "extension functions not integrated into the operating framework of the Department."² Extension work conducted by the Department was largely confined to the library, the slide/film service and the provision of non-degree programs which reflected the range of disciplines in the University. These were to be the essential elements of the Department's work in the 1960s and 1970s.

The divorce of the School from the Department was considered by Cameron and Campbell as both inevitable and proper. Cameron wrote in 1956 that, irrespective of his Senate appointment, the growth of the Department and the Banff School were such that there was "plenty to do for them to operate as separate institutions[sic]."³ Campbell concurred, noting that a close working relationship between the two was a sine qua non but that

the resources and methods of each are somewhat different. There is a big and important job in adult education to be tackled by these two University divisions, operating freely but in different ways. It is not desirable that any combination of circumstances or any administrative machinery should negate this principle.⁴

The School was no longer intrinsically bound to the Department. Ten years later it was no longer bound to the University. In April 1966, a new university act came into effect. The University of Calgary was established, and incorporated in the new institution were " the Provincial university facilities and functions at Calgary and Banff."⁵ The Banff School of Fine Arts was placed under the direction and control of the Board of Governors of the University of Calgary.

Cameron was opposed to the move. He proposed to the Committee to Review the University Act that the Banff School be "treated as a separate entity belonging to both universities" and that it be administered by a special body consisting of representatives from both institutions and the public.⁶ Cameron had been assured by the president of the Calgary branch that the focus of extension work in

the new university would be local but that the Banff School would retain responsibility for "developing programs of national or international scope."⁷ Nevertheless, he was apprehensive about possible interference in the management and thus direction of the School. Since 1956, the School had been treated as a "subsidiary corporation" by the University of Alberta and Cameron had been given "quite a free hand" by both Stewart and Johns.⁸ He wrote to Campbell in 1965:

I wouldn't operate in any other way,
as far as I am concerned, and I propose
to carry on that way so long as I have
the executive responsibility of the
institution I am running.⁹

Neither the act nor the report upon which it was based detail the reasons for disassociating the School from the University of Alberta.¹⁰ President Johns informed Cameron that affiliation with Calgary was strictly for administrative purposes and that the School would "continue to serve all of the Universities' campuses."¹¹ Following Cameron's retirement in 1969, J.R. Kidd was commissioned by the Minister of Education to review the School and assess its future role.¹² Kidd cited two principal reasons for the decision to place the School with the University of Calgary. Firstly, it was felt that, given the location of the School, administrative support could more easily be provided from Calgary than Edmonton. Secondly, attachment to the University of Calgary would better ensure "some balance of responsibility between the universities."¹³

While these do not appear to be substantial grounds for the transfer, they must be considered in light of the history of the School. Cameron considered the School a unique, independent body and had always acted accordingly. In addition, the Banff Foundation had secured funds by promoting the School as an independent institution. Kidd noted as "a point made with considerable force" that donations to the School would not have been made had it been promoted "to serve the internal purposes of any university."¹⁴ Furthermore, the Banff School of Advanced Management was a consortium effort of the four western universities and was served by its own advisory council.

While the Committee did not recommend independent status for the School, it saw the School as having a unique role. The Committee recommended that the School "should continue to serve all the Provincial Universities and draw upon the educational resources of each to provide a centre for continuing education."¹⁵ This view predominated in the University of Alberta. The decision did not receive universal support within the University but no action was taken to block the transfer of the School.¹⁶

Kidd's mandate in 1969 was to provide recommendations on the future role of the School and the most effective means for its governance and support.¹⁷ The study pointed to the valuable contribution it had made to the cultural life of the province and the nation and recommended its (eventual) expansion as a year-round conservatory of the arts and centre for advanced business management and

administration. While noting that the School was unique and therefore should operate as an independent authority, Kidd recommended against immediate autonomy claiming that the step was impracticable. He favoured continued association with the University of Calgary.¹⁸

Because the study did not recommend any immediate and substantial change in either the purpose or governance of the School, no action was required of the government. In addition, the government had established a Commission on Educational Planning under Dr. Walter Worth prior to the completion of the study. The Commission was given a broad mandate to examine social and cultural trends in the province in order to provide a basis for government policy in public (including adult) education over the next ten years.¹⁹

In the course of its investigation, the Commission examined the Banff School. According to the Commission, the Banff Centre²⁰ warranted expansion of its existing programs. It recommended that the fine arts program be extended beyond the Summer Session, that the possibility of one- or two-year diplomas be considered, and that there be an increase in the number of public administration and urban, hospital and arts management courses.²¹ On the question of autonomy, the Commission "assumed the Banff Centre will soon achieve independent status."²²

No immediate action was taken by the government on the issue of autonomy for the School. Nevertheless,

the Commission Report, as had the Kidd study, provided support for the development of the School as a year-round, independent institution.

Following a formal proposal to the government in 1977 by Cameron's successor, David Leighton, the Banff Centre was given autonomous status as a member of the Alberta advanced education system. The Banff Centre Act was proclaimed in April, 1978.²³ The Centre's role was defined as "making available a range of learning experiences with the emphasis on the fine arts, management studies, language training, and environment training."²⁴ In 1979, the Banff Centre instituted a "Winter Cycle" in the fine arts and thus became Canada's first year-round conservatory of the arts.²⁵ The Banff Centre now encompasses a School of Fine Arts, a School of Management and a School of Environmental Studies and attracts approximately 3,000 students each year.

The separation of the Banff School from the Department in 1956 was an equally significant event for the Department, according to Cormack, since the Department was given new scope to enlarge its existing programs and to inaugurate new developments in such fields as business management, public administration, and personnel development.²⁶

By 1961, the work of the Department had expanded to include three new divisions: Liberal Studies, Public Administration Training and Business and Professional Training. The Liberal Studies Division began in 1961 as

an enrichment program for exceptional high school students and was designed as a bridge between secondary school studies and university level work. Today, evening and day-time courses, seminars and workshops in the humanities, languages, applied behavioral sciences and public affairs are provided by the Division. The Public Administration Training Division was instituted in 1958 to provide training in administration to municipal officials in Alberta. By 1966, the Division offered a Certificate Course in Public Administration for municipal, provincial and federal civil servants. In addition to a range of non-credit activities and the Certificate Course in Public Administrative Studies, the Division now offers another Certificate Course in Local Government Studies. The Business and Professional Training Division was established in 1961. By 1970, approximately one-half of the students registered in the Department's programs were enrolled in business and professional up-grading courses. Of these, roughly one-half (2,600) were enrolled in certificate courses. The Division now organizes refresher courses in such areas as law, medicine, engineering and geology, and provides certificate courses in Computer and Business Data Processing, Management Development, Personnel Administration, Employee Benefits Administration, and Real Estate. It continues to offer courses for the oil industry although the Petroleum Industry Training Service was withdrawn from the Department and taken over by its sponsors in 1961.²⁷

The University provided a limited lecture and music program over CKUA Radio until the early 1970s. In addition, the Department organized the first of the University's lectures on television in 1958. This was a series over CFRN-TV. The Department subsequently organized lectures in conjunction with the Metropolitan Edmonton Educational Television Authority (MEETA), the first educational television outlet in Canada.²⁸ In 1974, CKUA, MEETA and an educational television network in Calgary (CARET) formed the basis of an educational broadcasting system under a newly-established crown corporation, the Alberta Educational Communications Authority.²⁹

In 1970, the Canadian Radio and Television Commission (CRTC) introduced regulations which stipulated that only the licensee could own and operate a radio station. Two special interpretations allowed the University to hold the licence and Alberta Government Telephones to operate the station until 1974 when the CRTC ruled that for educational purposes broadcast licences could be held by a specially established statutory corporation responsible to a provincial educational authority.³⁰ CKUA's licence was transferred to the Alberta Educational Communications Authority.

The Authority was established following a recommendation by the Commission on Educational Planning that an Alberta Communications Centre for Educational Systems and Services (ACCESS) be formed to develop the province's educational communications services.³¹ The mandate of the Authority,

which retains today the popular name ACCESS, was to produce educational and "enrichment" programs through CKUA, MEETA and CARET. ACCESS programs are presently devoted to basic education(40%), adult education(25%), early childhood education(20%), and higher education(15%).³²

From among the universities, the principal contributor to CKUA Radio is now Athabasca University which uses the station for its distance education courses.³³

The work of the Department expanded further in 1975 with the addition of a Legal Resources Centre and a Community Resource Development Division. The Legal Resources Centre was established in conjunction with the Faculty of Law and the Law Society of Alberta with funding provided by the latter. The Centre offers public legal education programs by means of a speaker's bureau, radio programs, a consultancy and training service and a newsletter. The purpose of the Community Resource Development Division is "to mobilize the University's resources to assist Alberta's urban and rural communities to maximize the development of their human and physical resources."³⁴ In conjunction with public and voluntary organizations, the Division organizes leadership and community development programs and urban studies courses. It also distributes agricultural publications prepared by Alberta Agriculture and the Faculty of Agriculture and Forestry.³⁵

The other divisions in the Faculty of Extension today are Fine Arts, the Extension Library, and Educational

Media. The Fine Arts Division continues to offer instruction in painting, drama, drawing, photography and printing. While the provincial Department of Culture now funds two regional library services at Spruce Grove and Lacombe, the Extension Library is still the largest travelling library service in the province with a collection of approximately 80,000 books.³⁶ In 1960, service to schools was discontinued³⁷ and since then the principal thrust of the Library Division has been the continuing education of adults. The Division of Visual Instruction was renamed Educational Media in 1966. It maintains a library of 4,500 films and 4,100 recordings, offers formal and informal courses to teachers and community groups, and prepares resource materials for internal and external courses. Since 1969, the Educational Media Division and the Extension library have maintained an Adult Student Centre in Corbett Hall (formerly the Normal School) which houses the Faculty of Extension today.³⁸

The most significant development affecting the Department since 1956 has been the rapid expansion in Alberta's post-secondary system. This expansion was to culminate in the establishment of an integrated provincial system in 1972 under the newly-formed Department of Advanced Education.³⁹ Within the university sector, the University of Alberta has retained its designation as a provincial university but this designation also applies to the University of Calgary (1966), the University of Lethbridge (1967), and Athabasca University (1978).⁴⁰ The meaning of the term, provincial university, wrote Campbell in 1977,

"has never been precisely clear."⁴¹ While each of the four universities possesses differing capabilities and in the case of Athabasca University a quite distinct mandate, all are provincial (i.e., public) universities which have engaged in extension work to a varying degree.⁴² In addition to the four universities, the system has grown to include four Alberta vocational centres, six community colleges, the Banff Centre, four regional (formerly agricultural) colleges, two institutes of technology, a network of community vocational centres in the Slave Lake area, and the Alberta Petroleum Industry Training Centre, all of which, notes Roberts, provide public adult education programs.⁴³ Since 1956, the Department has operated in a more competitive environment and its role in the field of adult education has been subject to continuous examination.⁴⁴

Under Campbell, program development was to rely heavily on the concept of continuing education.⁴⁵ Campbell used this term to signify extension programs which drew upon the teaching expertise and research capacity of the University. Campbell wrote in 1964 that the principal functions of the Department were to provide for "intellectually stimulating" non-credit classes, evening credit courses, and continuing professional education programs, and to apply current research and development activities by means of workshops, short courses, and demonstrations.⁴⁶ Continuing education was not a "new" thrust as Cormack asserts⁴⁷ since these functions can be traced to a period prior to Campbell's

appointment as director. Nevertheless, the concept of continuing education reflected the steadily increasing relationship between extension work and the teaching and research functions of the University. Moreover, the concept of continuing education became an important means by which the Department could better judge its role in a more complex field of adult education in Alberta. "As new institutions of post-secondary education come into being," Campbell wrote in 1969, "a university extension division will scrutinize its program so that it best reflects the purposes and capabilities of the university."⁴⁸

Campbell viewed the Department as a specialist unit whose purpose was "to extend the resources of the University to the people."⁴⁹ It served as both "an agency for community consultation" and as "a catalyst of the disciplines" for the University.⁵⁰ These functions, Campbell argued, could only be fulfilled by staff who were both knowledgeable in the field of adult education and who were assigned academic status. The Department had a teaching function but it also had a research function. The development of a clearly defined research capacity was required.

because more needs to be known in continuing education about the clientele served and how they should be served in terms both of program and method; [and] because research is a necessary aspect of a province-wide leadership role in continuing education which the University of Alberta has always offered.⁵¹

Staff members were encouraged to upgrade their academic

and professional qualifications and the work of each division was placed under the direction of academic appointees.⁵² By 1969, the establishment of academic staff in the Department, 24 in all, exceeded that of many of the schools and departments in the University.⁵³ The appointment of academic staff signified not only the closer integration of the teaching, research and extension functions but also that the Department served an academic purpose. An effective extension program required not only professional skills but also teaching and research skills. Formal recognition that the Department served an academic purpose was given in 1975 when the Department was renamed the Faculty of Extension and was placed under the direction of its own Faculty Council and ultimately the General Faculties Council.⁵⁴

The forming of the Department into a Faculty can be attributed to Campbell's efforts to have the Department serve a professional and academic function. It was also the culmination of a process beginning in the early 1940s which entailed a significant increase in faculty participation in extension work and a greater emphasis given to programs which relied on research and development work in the University. The need for the Department to serve an academic function, according to Campbell, was heightened not only by the close integration of the teaching, research and extension functions but also by such factors as the substantial growth in Alberta's population and the resultant

shifts in social patterns, the impact of technological change, the establishment of other post-secondary institutions, and the growing demand for adult education in the province.⁵⁵ Only by being fully integrated into the academic life of the University could the Department properly determine its role within a more complex, modern society.

* * * * * * * *

This study has traced the development of the Department of Extension beginning with an examination of factors relating to the formation of the University in 1906 and giving rise to the establishment of the Department in 1912. It concludes in 1956, a date which coincides with the retirement of the Department's third director, Donald Cameron, and the tabling of a report on the state of adult education in the Canadian universities commissioned by the National Conference of Canadian Universities. By this time also, the basic features of extension work in the modern University of Alberta could be discerned. Evidence for this is provided in the foregoing epilogue.

In the course of this investigation, a number of research questions have been addressed. What factors contributed to the formation of an extension department and influenced its development thereafter? What was the relationship between the work of the Department and the

goals of the institution? Did the Department serve to promote these goals and, if so, was it successful? What was the relationship between extension work and the intramural program? To what degree was extension work supported by the faculty? To what extent was extension work influenced by developments in other Canadian universities?

This study found that extension work at Alberta was based on a service philosophy and, at the same time, was pragmatically organized to ensure, first, the survival and, then, the ascendancy of the institution in the province. The Department's mandate was a provincial one and it fulfilled its function under adverse political circumstances and within the constraints of a pioneer society, later within a more complex, modern, industrialized province. The early success of the University was due to a number of factors of which the most important were its strength as a teaching institution, its rapid growth under the direction of President Tory, continued government support, and a successful extension program.

The University's philosophy of extension, following that of Wisconsin, was admirably suited to the changing needs of the province. The continued success of the Department was due to a number of factors, among which two are particularly significant. The Department's programs were both educational and entertaining and were, consequently, very much in demand. Secondly, the work of the Department

was abetted by the absence of competing services. The Department served, in effect, as the provincial adult education body. It was not until the Second World War and the post-war period that programs which competed or were viewed as having the potential to compete with the Department were established. By this time, programs such as the slide/film and library services were firmly entrenched as major providers in a province undergoing an increase in population and substantial economic growth. With the development of the University and the province, programs having a more substantial educational content which drew upon the teaching and research functions of the University were introduced.

The Department's constituency was a provincial one with two exceptions. Firstly, the University sought to affiliate its radio station with the Canadian Broadcasting Corporation. However, this step was taken as a means of ensuring that the station remain financially solvent. Secondly, Donald Cameron sought a national and international role for the Banff School of Fine Arts. By 1956, it had become for all intents and purposes a "subsidiary corporation" of the University. It was to achieve an international reputation in the field of fine arts and gained autonomous status in 1978.

Extension work at Alberta was not substantially influenced by developments in other Canadian universities.

However, the University did not introduce credit correspondence work largely because this service was provided by Queen's University.

The Department's programs were of a nature which largely precluded faculty participation for much of the period under consideration with the exception of agricultural extension and educational radio broadcasting. The work of the Department was supported by the faculty not only by means of its participation in agricultural extension and radio broadcasting but, also, following World War II, in an increasing range of evening credit and short courses. Consistent with the philosophy of a state institution, extension work stemmed less from the course-giving function of the University and more from the interests and needs of the constituency it served and the manner in which these were appraised by the Department. The exception to this was summer session and evening credit coursework which were viewed as the prerogative of the academic staff and remained under its control.

The work of the Department was consistent with the goals of the institution since teaching, research, and service to a wider public were the articulated goals of the University throughout the period examined in this study. Extension policies and programs were not determined by the faculty but were dependent on the views of the director of extension, the president and the Board of Governors. The Department served admirably in the pursuit of the

institution's goals and its work was sanctioned by and received the support of the president and the Board of Governors.

This study has outlined and examined an extension program which was based upon the Wisconsin Idea and was the first of its kind in Canada. A number of its programs - the slide/film service, educational radio broadcasting, and the fine arts program - were innovative in Canadian higher education. This study has shown that, by means of such programs, the University contributed materially to the social, cultural and economic development of the province of Alberta. It has indicated, further, that the work of the Department represents a significant component of our adult education heritage. Within this heritage, this investigation has contributed to our understanding of the role of the university in adult education, educational radio broadcasting, library development in Canada, and the use of various technologies for adult instruction. One of the "yawning gaps" cited by Kidd has been filled.

FOOTNOTES FOR CHAPTER IX

1. Interview with Campbell, 17 August, 1980.
2. Campbell,D., The Extension Function at the University of Alberta. A Submission to the Board of Governors' Committee to Review the University Act, 17 September, 1964.
3. Cameron to Stewart, 27 August, 1956.
4. Campbell to Stewart, 28 September, 1956.
5. A Bill Respecting Provincial Universities, 14 Elizabeth II, 11 April, 1966.
6. Cameron,D., Recommendations re: Banff School of Fine Arts Affiliation with Universities of Alberta in Edmonton and Calgary Under the New University Act, October,1965.
7. H.S. Armstrong to Cameron, 16 January, 1965. The chief executive officer of the Calgary branch was given the title of president beginning in 1964.
8. Cameron to Campbell, 29 November, 1965.
9. Ibid.
10. Report of the Board of Governors of the University to the Government of the Province of Alberta, 19 November, 1965.
11. Johns to Cameron, 18 January, 1966. A third university (at Lethbridge) was then under consideration.
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Edmonton Bulletin.

Edmonton Journal.

Edmonton Morning Journal.

Golden West.

The Summit News.

The Lethbridge Herald.

The Gateway.

The New Trail.

The Trail.

The Stettler Independent.

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Interviews

Donald F. Becker, Associate Director (Personnel), Banff
Centre, 6 August, 1981.

J.C.K. Madsen, Associate Director (Development), Banff
Centre, 6 August, 1981.

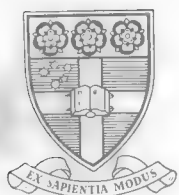
David S. Leighton, Director, Banff Centre, 4-5 August, 1981.

D. Cameron, 25-26 July, 1980.

D.D. Campbell, 17 August, 1980.

L. Payne, Assistant Extension Librarian, 28 July, 1981.

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TELEPHONE (067) 73 3333

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January 23, 1986

Mr. B.B. Peel
University Archivist
University of Alberta
Edmonton, Alberta
CANADA. T6G 2J8

Dear Mr. Peel,

I would appreciate it if you could convey to the University Archivist that I have recently completed (1985) a Ph.D. dissertation at the University of Toronto, entitled, *A History of the Department of Extension at the University of Alberta, 1912 to 1956*.

He/she may also find of interest a publication by the University of Nottingham which contains bibliographies of Ottewell, Cameron and Corbett, the three extension directors from 1912 to 1956 (ref. attached).

..

Sincerely yours,

Ralph J. Clark

Attach:

JUL 12 1986
86-07-04
Rec'd ✓

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Carlyle Journal
13 January 1832

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